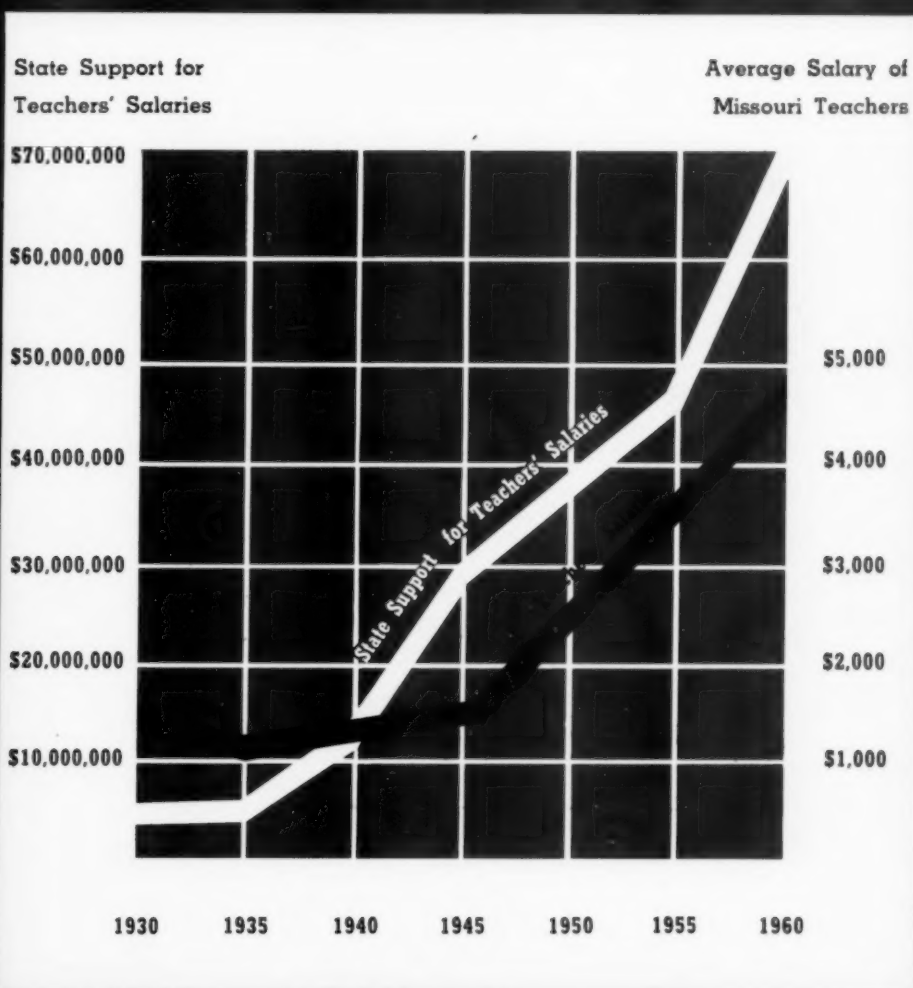


School and Community



As State Support Goes—So Goes the Teacher's Salary
... See page 20

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3) *Institute for High School Teachers of Mathematics*

For information write the director, Prof. Paul B. Burcham, 210 Engineering, University of Missouri, Columbia, Mo.

4) *Institute for College and Junior College Teachers of Basic Engineering Subjects.*

For information write Professor Karl H. Evans, 148 Engineering Building, University of Missouri, Columbia, Mo.

THE UNIVERSITY OF MISSOURI is now offering the degree of Master of Science for Teachers with majors in Biology, Physical Science and Mathematics. This degree is designed to give breadth in subject matter for the high school teacher. Courses in the regular summer session offering will be applicable toward the degree and will be available to Institute members. It is anticipated that the requirements for the degree can be satisfied in four summers.

There will also be a 1961 summer institute at the University of Missouri School of Mines and Metallurgy, Rolla, Mo. for High School Teachers of Chemistry, Physics and Mathematics. There will be 2 courses each in the field of Chemistry, Physics and Mathematics. For additional information and application blank write to Prof. Harold Q. Fuller, Department of Physics, University of Missouri School of Mines and Metallurgy, Rolla, Mo.

Completed applications for the Institutes must be postmarked on or before February 15, 1961. Previous attendance at Institutes at the University of Missouri or elsewhere will not disqualify the applicant.

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THE COVER

Teachers' salaries in Missouri are increasing, and state aid is contributing a share, as shown in the graph on our cover. A more adequate ratio of state support for salaries should be established. "As State Support Goes—So Goes the Teacher's Salary" on page 20 explains the role of full financing of the New Foundation Program in providing better salaries for Missouri teachers.



Send all Contributions to the Editor

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For free copies contact the Keuffel & Esser Co., Hoboken, N. J.

FILM ABOUT THE TVA

"TVA and the Nation" is a 2-reel, 16 mm color motion picture produced by the Tennessee Valley Authority.

The film portrays the development of the area, TVA's flood control system, inland waterways and power production.

For bookings write the TVA Information Office, Knoxville, Tennessee.

AEROSPACE BOOKLET

A 156-page booklet, "1960 United States Aircraft, Missiles and Spacecraft," describes the nation's achievements in the aerospace field during 1959. It gives performance and structure specifications on virtually every missile or aircraft in use in 1959.

The illustrated booklet is available for \$1 per copy from the National Aviation Education Council, 1025 Connecticut Ave., N. W., Washington 6, D. C.

FREE SCIENCE MATERIALS

The first edition of the "Educators Guide to Free Science Materials" is a 298-page, cross-indexed volume. The film list includes titles on biology, chemistry, conservation, general science and physics. Also available are filmstrips, charts, posters, magazines, exhibits and reference materials.

Copies of the Guide may be purchased for \$6.25 from the Educators Progress Service, Randolph, Wisconsin.

CHEMICAL INDUSTRY CLASSROOM AIDS

High school science and chemistry teachers will appreciate the detailed listing of information in the "Guide to Education Aids Available from the Chemical Industry."

Booklets and pamphlets are listed in 11 categories including organic chemicals, petroleum and plastics.

The booklet is available to educators free upon request from the Manufacturing Chemists' Association, Inc., 1825 Connecticut Ave., N.W., Washington 9, D. C.

VENEZUELA

A land of oil, iron, orchids, diamonds, snowy mountains and tropical jungles, Venezuela is a progressive modern country with a population of 6,800,000. A 47-page illustrated booklet reports on the social, political and economic development today.

"Venezuela" may be obtained by sending 25 cents to the Pan American Union, Washington 6, D. C.

DISCUSSION ON GERMANY

The booklet "Five Points for Student Discussion on Germany" is a concise and informative presentation of the problems facing divided Germany.

It is available without charge from the Embassy of the Federal Republic of Germany, Press and Information Office, 1742-44 R Street, N.W., Washington 9, D. C.

REPORT ON TEACHING ABOUT THE U.N.

A report on "Teaching About the United Nations in the United States, 1956-1959" has been prepared by the U. S. Office of Education.

Special consideration is given to teacher education, teaching materials, out-of-school activities and programs and patterns in teaching about the United Nations.

The 96-page booklet is an outgrowth of the report each nation must present every four years to the Economic and Social Council of the United Nations.

It is available from the U. S. Government Printing Office, Washington 25, D. C. Price, 45 cents.

PICTORIAL HISTORY OF CARS AVAILABLE

A unique pictorial history of the auto industry, including historical developments in the field since 1893, is more than a yard, long.

The colorful chart offers a year-by-year diagrammatic explanation of the development of the American automobile. It makes an interesting display piece for use in social studies, industrial arts and other classes.

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For each chart (sent rolled in a mailing tube) send 25 cents in coin to Popular Mechanics Magazine, Bureau of Information, 200 East Ontario, Chicago 11, Ill.

ELEMENTARY SCHOOL ADMINISTRATION AND ORGANIZATION

An examination of the role and function of elementary schools is contained in "Elementary School Administration and Organization."

The study considers scheduling, promotion, reporting pupil progress, grouping, teacher-aides, length of school day and year, community relations and problems for principals.

Copies may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 55 cents.

Important ★ EVENTS

JANUARY

- 5 Missouri Music Educators Association Convention in Columbia, Jan. 5, 6 and 7, 1961
- 12 Missouri Association of School Administrators Winter Meeting, University of Missouri, Jan. 12-13, 1961
- 28 Missouri River Valley Administrators Conference, Lexington high school, January 28, 1961

FEBRUARY

- 2 Department of Classroom Teachers South Central Regional Conference, San Antonio, Texas, Feb. 2-4, 1961
- 11 Secondary School Principals National Convention, Detroit, Mich., Feb. 11-15, 1961
- 19 Brotherhood Week, Feb. 19-26, 1961
- 23 United Business Education Association Convention, Chicago, Feb. 23-25, 1961

MARCH

- 2 Missouri Association Educational Secretaries Workshop, St. Louis, March 2-3, 1961
- 11 American Association of School Administrators Regional Meeting, St. Louis, March 11-14, 1961
- 12 Supervision and Curriculum Development Association Convention, Chicago, March 12-16, 1961
- 17 Northeast Missouri District Meeting, Kirksville, March 17, 1961
- 18 Elementary School Principals National Meeting, Atlantic City, N. J., March 18-22, 1961

JUNE

- 25 National Education Association Convention, Atlantic City, June 25-30, 1961

NOVEMBER

- 1 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 1-3, 1961

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McKNIGHT EXPERIMENTS WITH TEAM TEACHING

Fifth and sixth graders at the McKnight school in University City are participating in a "Team Teaching" experiment. Two full-time teachers and one half-time teacher are assigned to the 59 children in the two grades.

The program is limited to Language Arts at present. Each afternoon the children are divided into nine reading groups with each team member leading three groups. The children are instructed at their reading level, and they may move from group to group as they progress.

One member of the team serves as leader in the area of communicative skills. She and the resource teacher and the principal work to improve instructional techniques and materials used. The other team members are responsible for mathematics or science or social studies. One member is continuing French instruction for fifth graders who had experimental French last year.

McKnight principal, Frank H. Duval, says that elementary teachers face the dilemma of keeping abreast of an ever-changing academic field. He says that team teaching which allows teachers to specialize their skills may provide an answer to this problem.

Teachers engaged in the experimental project are Sylvia Stryker, Elizabeth Theiss, Mae Kadowaki and Betty McPherson, resource teacher.

CLASSROOM TEACHERS TO MEET FEB. 2-4

The annual South Central Regional Conference of the NEA Department of Classroom Teachers will be Feb. 2-4 in San Antonio, Texas, at the Granada Hotel.

At the first general session, Buena Stolberg of Webster Groves, president of the Department of Classroom Teachers, will speak on the Department theme, "Teaching Is Our Profession."

Dr. Thomas Clemens of the U. S. Office of Education, will discuss Teaching Technology at the afternoon session Feb. 3. That evening Taimi Lahti, assistant executive secretary of the Department, will present the Department report.

A panel of a school board member, a PTA member, an administrator and a classroom teacher will present views on Teacher Competence.

A Salary School, under the leadership of Robert McLain, NEA Salary Consultant, and a workshop on Conditions of Work for Quality Teaching, with Jennings Flathers, NEA Field Representative, in charge will run concurrently during the conference. Invitations to participants in these two sessions have been issued.

Dr. Grace Gardner, president of the Missouri Department of Classroom Teachers, is a member of the conference planning committee.

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5TH AND 6TH GRADE MATH SURVEYED BY KSTC

by Mary Jane Kohlenberg

Fifth and Sixth grade teachers in Adair County and in all the elementary schools in the Northeast District with an enrollment over 400 received questionnaires on their math training from the statistics class of KSTC in February and March 1960. Sixty-two schools in 14 counties were contacted.

The survey represented an attempt to learn something about the training and interests in mathematics of fifth and sixth grade teachers in northeast Missouri. The results were compared to the standards recommended by the state, Northeast Missouri State Teachers College and the Commission on Mathematics of the College Entrance Examination Board.

All elementary teachers in Adair County met the state requirement that elementary teachers have two hours of College Arithmetic. The Northeast Missouri State Teachers College requirements of 2.5 hours of Arithmetic for Teachers was met by 45% of the teachers: 71% had the required 2.5 hours of Teaching of Arithmetic, and 56% had taken both courses.

In Adair County, none of the teachers had studied algebra, plane geometry and trigonometry as recommended by the Commission on Mathematics. However, 83% had taken first year algebra in high school. None had studied trigonometry. Only 67% had had plane geometry, and 25% had studied second year algebra.

In college 21% had taken more than five hours of mathematics, 38% had had five hours, and 42% had studied less than five hours.

The results indicated the National Science Foundation representative was not well known. Only seven schools, all outside Adair County, had been visited by him. Many of the teachers indicated a lack of familiarity with the new developments in mathematics. Few were interested in a program of In-Service training or returning to summer school unless paid to do so.

Recent studies by Dr. C. H. Schutler of Chicago and Dr. Richard Spreckelmeyer of Horton Watkins high school in Ladue found that European pupils are almost two years ahead of our children in mathematics. They begin learning the multiplication tables in the second grade and long division in the third. Therefore, they are ready to study algebra and plane geometry in the seventh grade.

Our elementary teachers need more math training to help our youngsters study in the accelerated math programs which are starting in our high schools. However, many of these teachers must be made aware of their own needs before the math program can be strengthened.

New Year's Greetings



By Our President

All too quickly these years are rolling along. This season, however, does give us reason to stop, to reflect and to express greetings and best wishes for the year ahead.

The old clock of 1960 ticked 366 days. We were grieved to lose our beloved president, John Evans. We initiated a group life insurance plan which proved very popular with our membership. We witnessed the largest—and many say the best—state meeting. We participated in local, state and national elections. We held many successful conferences, workshops and committee meetings. Everywhere we paused to read on the highway the outdoor poster, *America's Future Goes To School Today*.

Our greatest challenge lies before us. On January 4 the General Assembly convenes in Jefferson City. Now is the time to visit with the legislators, before they assemble, and interpret for them Missouri's paramount need—the full financing of the Foundation Program. This is more than a challenge; it is an obligation. You are the one person who is responsible for informing your representative of the importance for maintaining an effective educational program in Missouri. The future of our country depends upon it.

As we think upon peace on earth and good will to men, let us ever be aware that we as teachers are moulders of great lives. Let us give a little more love, a little more understanding and a little more devotion to the profession which we are proud to call—Teaching.

—Adah Peckenpaugh

TV PUBLIC AFFAIRS AT THE COMMUNITY LEVEL

"Interaction" will be a valuable aid to public service organizations and other groups who want to increase community service through effective television communication. The 287-page book describes television public affairs programs from all over the country. Missouri cities with programs listed include St. Louis, St. Joseph, Kansas City, Joplin, Columbia and Cape Girardeau.

"Interaction" is available from the Television Information Office, 666 Fifth Avenue, New York 19, N. Y. Price, \$3.

STATE STANDARDS FOR PUBLIC LIBRARIES

Library standards, which serve as a measure of library services and as guides for development, are studied in "State Standards for Public Libraries."

Missouri policies are considered in detail. It is one of 20 states and one territory with formulated standards for public libraries.

The 85-page booklet, prepared by the U. S. Office of Education, is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 35 cents.

Does Student Culture Discourage *Scholarship* ?

9,000 High School Students Indicate
Group Acceptance More Important
Than Academic Accomplishments

by ANSEL P. SIMPSON, INSTRUCTOR
Department of Sociology and Anthropology
University of Missouri

Among today's youth, there exists a distinct, highly organized, well-integrated social system which sociologists call "student culture." In many respects it is in competition with the educational process for the time of today's youth. If the educational process is to succeed, this struggle must be taken into serious account.

Student culture has its own, unique values: "just enough to get by" versus "a job well done," "wanting to be just average" versus "high aspirations," "striving for acceptance" versus "working to achieve" and so on. Consequently, at stake are the values of adolescent culture on the one hand, and adult values on the other. Symptoms of this subtle contest are revealed in the following examples: (1) Cynthia is studying for tomorrow's history test. Al phones and says, "Let's go to a movie." Cynthia reasons, "Maybe I'd better stop studying and go. He may invite me to Friday's big spring dance and I've just got to go to that." (2) "Hey, Bill," said Jim. "Wher' ya goin'? Let's go to th' drag race." Bill replies, "Aw, okay, I guess. I was goin' to a history conference, but I'll break it."

In today's complex, industrial society where formal education is ever more important and there is increasingly more to learn, student culture's emphasis on cars, dates, sports and social events is tightening its grip on the goals, aspirations and intellectual development of today's youth.

Student culture refers to the system of habits, fads, ways of thinking and behaving, desires, ambitions and goals of modern youth. It may be said that this phenomenon developed along with and as a product of urbanization, and that it serves as the framework within which today's youth establishes and validates its self-identity.

Urbanization has essentially changed American life from rural to urban. As farm families came to the city, children and young people were literally thrown on their own. Commercial recreation replaced family recreation. Nursery schools assumed the task of child-training. Friendship became a continual sequence of brief, casual, short-term acquaintances. Youth became involved in an unending round of social, gang and peer-group activities. The certainty of rural life, so well-known for its unity, sense of direction and social integration, existed no more.

These far-reaching changes came so rapidly that youth lost its sense of direction. Young people no longer had the well-defined paths to follow as was true in rural America. In a sense, they were uprooted; they had lost their self-identity. Young people began to ask themselves, "Exactly what am I supposed to say?" "What am I supposed to do?" "Do you stay home and study or do you go out with the gang?" "Do you flunk the test and go to the movies or do you break your history appointment

and go on a drag race?" and just "Who am I anyway and what do people expect of me?"

Here is a person groping for self-identity. His self-conception is so ill-defined that he knows neither what to expect of himself nor what others expect of him. Student culture emerges as the framework within which he finds his self-identity.

Role of the "Self"

To understand the role of student culture, it is necessary to study the concept of the self. George Mead dichotomized the "person" into (1) the physiological organism and (2) the social organism. The self is an aspect of the social organism. It consists of knowing what to expect of one's self, what others expect of you, having a sense of direction and an awareness of one's status in the group. Paraphrasing Burns, the self consists of the power "to see ourselves as others see us."

The self is a product of group relations; it is created by the give and take of group life. In the past, the people who established and validated youth's self-identity were parents, teachers and other community adults. This group advocated industry, achievement and discipline. Adherence to these values was a sure road to social approval. However, with urbanization, this older group has disintegrated. Parents work outside the home and recreation is commercial. Because of these changes,

the old group has been replaced by groups of students and young people who look only to themselves for a sense of direction and for their self-identities.

James S. Coleman has made a careful study of student culture among 9,000 high school students in the Midwest. Boys were asked, "How would you most like to be remembered in school: as an athletic star, a brilliant student or most popular?" Overwhelmingly, they answered, "athletic star." Girls were asked, "How would you like to be remembered: as a brilliant student, a leader in extracurricular activities or most popular?" "Brilliant student" was last choice. In a list of ten favorite leisure activities for boys, Coleman found reading won over dating for sixth place by one-tenth point.

Coleman studied the criteria for membership in the "leading crowd," a principal element in student culture. Among the girls, "being smart and good grades" ranked last in a six-item list of membership criteria. Among the boys, "being smart and good grades" ranked fifth in an eight-item list. Such qualifications as good personality, athletic ability, being handsome, friendly, etc., were more important.

These quotes reveal the flavor of leading crowd membership qualifications for girls: "Wear just the right things, nice hair, good grooming and have a wholesome personality." "Hang out at ———." "Don't be too smart. Flirt with boys. Be co-operative on dates." "Be a sex fiend, dress real sharp, have own car and money." "Go steady with a popular boy."

Boys gave replies like these on leading crowd membership criteria: "Good athlete, good looking, money, cars," "Don't smoke or drink, good personality," "Prove you rebel police officers," "Go out with sharp freshmen girls. Ignore senior girls."

It was actually found that student culture discourages scholarship. About fifty per cent of the students thought their fellows would actually "kid them" for being chosen by the

teacher for leadership positions.

In the public school, there are two significant social systems in operation: the formal educational system with expectations set forth by the administration and the informal social system with its set of expectations called student culture. The real question is: "Is it possible to have student culture reinforce and support the educational goals of the school administration?" It is possible, and to achieve this goal is both a staggering challenge and a glorious opportunity. Every social situation is a potential source of gratification and frustration. The more gratifying a situation or activity, the more competition there will be to share in it. The two social systems in the public schools will come to support and reinforce each other in direct proportion to the extent that academic achievement is made more interesting, attractive and rewarding. This is the challenge to educators today.

Academic Achievement

To accomplish this task, these suggestions seem worthy: (1) More purely academic competition, (2) more recognition for "academic achievement" and (3) a more dynamic and trenchant public relations program.

"More academic competition" means more opportunities for academic competition and also competition offering a greater challenge. If we're teaching physics, tell some student to build a cyclotron or a digital computer. It happened at Normandy High School. We must not underestimate the power of the challenge. Competition should be between individuals and also between groups, classes, schools and districts. This elicits *group* support of student culture, and the norms and spirit of student culture will support academic achievement more so.

Student culture supports athletic achievement completely because an athletic victory is a group victory, a school victory and a community vic-

tory. Everyone shares the victory, therefore everyone supports the training process required to achieve it.

On "more recognition for academic achievement," both the amount and scope must be extended. We now mention good grades in class and hold honor's day programs, but this recognition must be extended into the whole community by newspapers, radio and other communication media.

The point of "more recognition" is directly coordinated with "a more dynamic and trenchant public relations program." Academic achievement would be recognized more if the public had more details on the day-to-day happenings, expectations, problems and achievements in our classrooms. The school is a public institution and the public should have an intimate, continuous knowledge of what is going on in it. Church groups, women's clubs and others should be invited to observe and participate more directly in the on-going process of education. Keeping the public informed on educational affairs is a full-time job for a community relations coordinator, and it should not be attached to some teacher's present working load.

These recommendations are quite realistic. We could immediately institute competition between speech classes within the same school, or mathematics and history classes in different schools. Group grades for fraternities and sororities and other school clubs could be computed, compared and published on school bulletin boards. Academic competition would probably become rampant. Officers of civic clubs could be invited to meet and use as program talent "budding scholars" at their dinner meetings. Our recommendations refer to these kinds of very practical things.

The thesis is not that the individual should be sacrificed in favor of the group, but that the group must be taken into serious account in the individual's total development.

Stimulating THE SLOW LEARNER

By Thomas D. Edwards
Hoech Junior High, Ritenour

THE slow learner is a child with ambitions, desires and visions that must be satisfied. He searches and wishes and will get satisfaction one way or another.

All good teachers of youth desire to be of the greatest service to the slow learner who wishes to solve his own academic problems because he also is an individual with pride. His frustrations arise because he realizes his inability to grasp as rapidly as his classmates. He recognizes that he cannot keep pace with the average much less excel in school subjects. Teachers know such problems exist for many willing pupils and are continually seeking answers.

Since the slow learner has troubles with reading and the mechanics of writing, he is in an academic daze. Because he does not feel secure in the classroom he cannot accomplish. In his search for security, he often becomes a problem for his parents and teacher. Unless proper remedial steps are taken by them he becomes a more serious problem to the community. Society then sees him as a poor product of our public schools. This is part of the "Why" of the program to place slow learners in classes where they can achieve and feel the satisfaction of a job well done.

It has been said that we are living in an age of regimentation. Everyone is reminded that success measures the individual, so unless he succeeds he is nothing. Conversely, the intelligent view is to inventory our talents, know our limitations, and

work toward a positive goal. If we drive this point home, our pupils will be happier, learn more and become better citizens.

Informal discussions with other teachers give us indications of what the pupil can or cannot do. However, with all of our scientific and random searching, the teacher is going to find the human quality that thirsts for learning. Furthermore, legal statutes keep pupils in the classroom until age permits them to leave. The organization of the slow learner's true abilities has become muddled in a curriculum maze which has no meaning for him. He believes he cannot succeed in school because he has not understood what was taught in the previous grade. This is a valid assumption if he has been passed from grade to grade because of his age. Psychologically, he is often wise, for he uses misbehavior to hide his inferiority by causing a positive asocial pattern, or he may assume a pattern of apathy. He desires attention. Academically, he is lost, for he has not learned how to think positively. His organization is gone and he has no vision of the future and wants nothing but the desires.

Patience and Understanding

This pupil needs our greatest patience and understanding. Since education is so necessary to the successful well-being of the individual, we must give him something he can do; something that he can under-

stand and show him that he is accomplishing. With the elation of success he will try the next higher step, work a bit harder, and he will be rewarded in knowing he can complete a job rather than fail in it. Some schools have met this need by homogeneous grouping. By placing these individuals where there is some equality of academic competition, they realize it is possible to keep pace. The teaching quality and material must appeal to the pupil's immediate need, so he sees the reason for learning. Some may ask: how may the fundamentals of a subject be presented to prepare what the pupil requires to see his immediate need? Make the presentation as practical as possible, relating it to his experience, show him that the knowledge is merely necessary for the next step. Quality is stressed, for even the slow learner can perceive the sham and bauble to keep him busy. Make the achievement mean something to the pupil and watch him grow and reach for a higher standard.

Reading Techniques

Take reading as an example. Slow pupils usually enunciate slowly, have low comprehension and are poor in spelling. These are three necessary phases of learning for reading correctly. How can the slow child accomplish when any of these phases is difficult for him? We have heard slow pupils read at a near-normal rate for a short period of

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time, yet such reading was purely mechanical because there was no comprehension of the printed word. With time and patience every teacher can get the slow learner to read intelligently. Teach phrasing and connotation by getting the pupil to think about the action the words recall. Children talk and carry on lively conversations with others. Point out to them that words are merely images of the actions in which they are so interested. Clauses are word groups of images which give fuller meaning to conversation. Have the pupil write similar phrases which require action words, i.e., hit, run, throw; words full of emotion and meaning — home, mother, church, love. After learning the basic and simpler words, others will be added more rapidly. Nouns and verbs have meaning for most students, so call for a little memory work and show other parts of speech which everyone uses in order to get the meaning across.

Accurate Spelling

With reading and a little expressive writing, within the experience of the pupil, there comes the need for spelling which merely means that everyone writes a word in the same accurate and recognizable manner. Write words in syllables on the board and have the pupils do the same on their papers. Repeat each syllable. Sound as well as sight and finger habits are good prompters. Memory is not so important here as the ability to get the right sound which will jog the memory. Silent letters and queer spellings will take care of themselves, if the habit of accuracy is formed. The slow learner may say he cannot remember anything, but with the sounding of syllables he remembers and is delighted. Often a humorous turn to illustrate the spelling of a word will bring a light to his eyes, and he will want to remember that one. Teaching that large words contain small ones is a good technique to get pupils to spell.

Defeatists of the program say two important issues are not considered.

First, children learn from contact with others above and below their learning rate; secondly, the curriculum cannot be covered in the time allotted. Is the state program or the learning of the child more important? With the mastering of a few phases of the language, the child has a foundation for more learning skills. Without this type of grouping we lose pupils who cannot maintain the normal progression of the subject matter. Even for this group we should not lower the educational standards so that they are easier to achieve. We must give the pupil every opportunity to achieve at a pace he can hold and spark his vision for the higher and not the lower mark. Let us not relegate these pupils into the lower registers of our school society. They are our responsibility, so let us give them a chance to succeed.

Testing Slow Learners

Reading is imperative to our way of life. Reading in school involves tests to measure how much the pupil has received from the material. The slow learner has two main problems: he must overcome his reading hurdle, and at the same time remember what he has read. Why not give an open-book test to aid him in this accomplishment? Although this is anti-Rickoverian, it gives the pupil a task to do by himself. He must find the answer to questions and then write the answers in his own words. Such a test gives him confidence that he can find the answer and also actual words that he may use to answer the question. He must search the printed page. This teaches him to organize his abilities and assert them.

Make this type of test one of mastery. Do not give a grade until all of the questions have been answered to your satisfaction; then give a blanket grade to all who complete the test in this manner. If the test is right the first time, the pupil should receive a higher grade. This grading method builds incentive and the desire to excel. The test should

be graded and returned the next day for any pupil corrections and then should be discussed. Long delays between testing and the returning of papers means loss of class interest and motivation that was built up. In planning a course of study for the slow learner thoroughness must be stressed. Gradual difficult steps should be taken as rapidly as the group can handle them confidently. Even with the slowest there is the advantage of pyramiding problems and working with him while the group goes ahead at the pace it has set.

Teaching a class of slow pupils requires more patience, more preparation of materials which they can understand and master. Short periods of instruction for the group may be followed by supervised study of the material just explained. A thorough check of this work and a short homework assignment along the same principles will strengthen the desired skills. This is the requirement of the slow. Some will grow with your desire for them, others will begin to see the reason for the school, and certainly the majority will be kept out of the principal's office. Self-discipline will be more desirable, and thereby the majority will feel the thrill of accomplishment. Others who do not seem to fit even into this program will recognize that something is being done, and someone cares if they succeed or fail.

TAX CASE BRINGS THANKS

Based on correspondence received, the income tax victory, regarding deductibility of foreign travel for educational purposes, won following the filing of a suit in Federal District Court supported by the Missouri State Teachers Association, has helped fellow teachers in many states from California to New York.

Copies of the article "An Income Tax Victory," that was published in the May 1960 issue of this magazine have been requested by many teachers outside Missouri. Letters, acknowledging the helpfulness of this court case and the materials, have expressed gratitude for the assistance received.



CONSERVATION—

Why Be Concerned?

By Jim Jackson
Education Advisor
Missouri Conservation Commission

THE word "conservation," which means *wise use*, can be different things to different people. To a farmer it means preventing soil erosion and maintaining soil fertility. To a forester it means fire prevention and the idea of managing trees as a crop. To a sportsman it means observing game laws and providing wildlife with a proper environment.

To a teacher conservation might mean wise use of a different sort: to teach youngsters to make the best possible use of their time, talents and energies.

Each of these seeks to improve our well-being in a never-ending effort. Because of the rapidly expanding population, the need for effort is growing in the field of conservation as well as in education.

School children face a future filled with the dangers of overcrowding, tensions and materialism. We must be concerned about conservation for three basic reasons: the economic, the esthetic and the stewardship reasons.

Economics

Economically the problem is recognized as a "population explosion." There are about 180 million people in the United States today. In forty years, at the present rate of increase, that number will be doubled. To continue our present standard of living, we will need roughly twice as much food, clothing, housing and all other products we derive from

our natural resources. Since the land which supports us will not expand, it will require more efficient use of what we already have. Even so, we may have to search the oceans to fulfill certain specific needs. Without the best conservation efforts, our present standard of living could dwindle to a mere memory of a squandered past.

Esthetics

Almost everyone enjoys being close to nature at one time or another. Some people find peace of mind in watching a flaming sunset, walking through tall timber, floating a meandering stream or starting a good hunt on a crisp, frosty morning. In early spring this healthy yearning for the outdoors infects teachers as well as the youngsters who squirm restlessly at their desks. In autumn, as shorter days bring winter closer, we feel a twinge of nostalgia for the warm days of outdoor living.

Americans are becoming increasingly outdoor-minded. In 1959 the number of visitors in our National Forests was 18 per cent higher than in 1958. Each year more people visit our National Parks, go hunting, fishing and camping. Water sports are literally spreading like a tidal wave.

Perhaps as a nation we appreciate nature's wonders more now. Perhaps we are searching for a long-lost pioneer heritage. All of us do seek release from the tensions of a crowded, overmechanized world

which suggests the esthetic need for conservation. It urges us to preserve our natural heritage for reasons of mental health as well as for material wealth.

Land Stewardship

Americans have taken it for granted that those people who own land can do as they please with it. Legally, that is correct. A landowner can still burn his own woodlot every year and let his topsoil erode away to bedrock. He can also destroy every vestige of natural food and cover for the wildlife which could enrich his outdoor enjoyments. Until recently he could even pollute his waterways and let the poison move downstream to his neighbor's land.

Land and its resources are more than commodities to be used only as the landowner sees fit. They are the physical part of a rich heritage entrusted to us. The future welfare of today's children depends upon our stewardship of this heritage. It also depends upon how well we teach them to be concerned about conservation. In the words of one teacher, we need to "Teach youngsters to love and respect the land and to be grateful for its many blessings."

This attitude toward land and its many resources is the essence of conservation.

The economic, esthetic and stewardship reasons for concern may be no more than the *why* of conservation, but they do suggest the *how* of giving the message to children in school. One does not "teach" an attitude as if it were subject matter out of a textbook. Subject matter provides information necessary for putting an attitude to its intended use.

In order to instill an attitude of conservation into the minds of youngsters, teachers must first have a feeling of concern for the problems involved and the enthusiasm of urgency which is needed to get that message across. That is why we need to be concerned about conservation.

Thinking Creatively About

Juvenile Delinquency

By Dr. Ruth Harris
Director of Education, St. Louis

DESPITE conferences and articles on the almost-trite subject of juvenile delinquency, there are too many negative approaches and not enough positive suggestions.

A few months ago, a bill was introduced (HR10137) to appropriate \$2,500,000 to train personnel to deal with the problems of juvenile delinquency. Personnel should be trained to deal with these problems along preventive and positive lines.

Full credit should be given the numerous clubs, churches and community organizations which have excellent positive youth programs. Such groups are the Hoover Boys Clubs of America, the Y.W.C.A., Y.M.C.A., Y. M. H. A., Y. W. H. A., Boy Scouts, Girl Scouts, 4-H Clubs, the F. F. A. and the Junior Red Cross. Frequently the youths who should join these groups do not belong and they are the ones who often become juvenile delinquents.

It seems apparent that young people are too long "on the loose." During childhood and early and late adolescence a youth is too free of responsibility. He is supposed to eat, sleep, play and carry out "busy work" such as stringing beads, making raffia mats, etc. He must do a few physical tasks around the home perhaps, get his moral-ethical education as best he can and come through as a functioning, responsible citizen—Presto! He is assigned busy work

while he grows up and in this way we miss our chance with him.

What training have we given him to function as a citizen? We have not really given him a chance to belong. He has felt that he was outside of society and of the creative activities of real life—on the fringe of our society. Being on the fringe and deprived of responsibilities, he has been free to use his energies willy-nilly. Some of these energies have turned to vandalism in the community, such as marring or demolishing monuments in public parks and cemeteries, pilfering school buildings, molesting individuals and practicing otherwise anti-social conduct. Suddenly he is asked, without much readiness, to function as a good, law-abiding, contributing citizen.

He needs more prescription and indoctrination. Upon reaching the age of 10, 11 or 12 each child might be required to register with the Children's Bureau of the Social Security Administration or with some other government-authorized agency. (The National Youth Administration of a few years ago was similar in its objective.) Headquarters would be in Washington, D. C., with branches in various states and cities.

With registration, we would at least know the names of the youths with whom we had to deal, and young people would feel they be-

longed. These young people would be our Junior Citizens. Just as we are working with our Senior Citizens now, so we would become aware of the other end of the age-range.

As a Junior Citizen, a youth would be expected to contribute to the common good. For an illuminating account of youth in action see Paul Hanna's *Youth Serves the Community*. Dr. Hanna reports on projects on public safety, civic beauty, community health, agricultural improvement and local history where young people have planned cooperatively, executed plans and judged results. In speaking of the projects in civic beauty in Garden City, Massachusetts, he says "statistics show that where garden cities have been located, juvenile delinquency is at a minimum."

In almost any American city or town, young people could serve on the City Planning Commission, the Mayor's Human Relations Council, Sanitation and Health Commission, Park and Recreation Commission. Liaison committees could be established where young people would meet to discuss current issues, and at other times both youths and adults would confer. What better way can we break down the antagonisms and conflicts between young people and adults than to get both groups facing each other across the table and bringing their best thinking to the solution of a community or world problem?

With the shorter work-week and the promise of more leisure time, what better occupation could fill the time than thinking creatively about worthwhile activities for our youth? Be sure that all of a youth's activities are not "busy work," play, and time-fillers. Let some of his activities relate to things which we consider worthwhile and which we hold of highest value in our communities. Such a creative program should help to produce a society-oriented individual who is deterred from becoming a juvenile delinquent.

What to Do During a Coffee Break

By Dorothy B. Lilly
Watkins School, Springfield

IF THE PRESSURE of schoolroom duties has you in a whirl, let's take a coffee break together and decide what to do.

I shouldn't though—I should get my art materials ready so the children can get right to work after lunch. If I'm ready no discipline problems arise, we all get through and cleaned up in time for the milk break at two. But if I'd grade those arithmetic papers I could assign homework for those who need it and decide what to do in arithmetic tomorrow. Reading is next though and every day I resolve to ask some good thought-provoking questions, and I could get them ready right now. I need to practice that song for the assembly, too. Oh dear, which shall I do?

I guess I'll just have coffee and relax so I can arbitrate the ball game quarrels when the children come back in. What? Verna fell off the chinning bars on her nose? Nancy Jane has been stung by a wasp?

Anyway I won't have to decide what to do with my fifteen minute break while the sixth grade teacher has the children on the playground and I won't have to decide during the afternoon play period either because I'll be on the playground. Of course, I may get the art supplies ready or the papers graded between 12:30 and 1:00 o'clock barring accidents, illness, running in the hall or a fight. No, I won't either, because this is the day the attendance record is due.

Teacher-aides

T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards says:

"If I correctly interpret conversations with many teachers in all parts of the country, the basic frustration they have is the sense of being overloaded—with classroom duties and nonschool fringe duties—to the breaking point. This is, I believe, more soul wearying to teachers than anything else, this sense of inability to perform the professional tasks for which they have been prepared."

Bay City, Michigan, has been conducting a widely publicized experiment on class sizes and the help of teacher aides. Secretary Stinnett reports that it turned out as experienced teachers everywhere thought it would. He says "In one class of 53 pupils at Bay City, the teacher, who was enthusiastic about the plan, was asked, 'Suppose you could have a normal-size class and the aide, too?' 'Oh, that would be heavenly,' she said, 'because any way you look at it, even with an aide, I still have a pupil load of 53. No number of aides can relieve me of that responsibility.'"

The Superintendent of the Bay City Schools reports, "The members of the staff were unanimous in the conclusion that they would prefer small classes without aides to the large classes with aides."

In his article "Our Goal—Better Education For More Children," Alvin E. Eurich says, (Educational

Leadership for April 1957) "If our schools and colleges can learn how to make more effective use of their very best teachers and learn to use other people to perform some tasks now required of teachers, the quality of education in the years ahead can rise to new levels."

Teachers are often heard to remark in a stage whisper, "This is her first year," or "He has only taught two years." Talk of internship never gets very far because most teachers are already overloaded and they cannot face one more future to guide.

We know through experience the problems of a young man or woman just out of college in today's classrooms, fully responsible 6½ hours a day for some thirty to forty children. Incredulity soon sets in and it is found that both the children's futures and the teacher's may have been damaged.

Training Programs

With 25 children most teachers would be willing to accept an aide. Why can't young members of the teaching profession serve internships their first year out of college? Recalling the fright and continued frustration of first year teachers, I believe they all would be willing to do so under a properly organized system. They might be willing to work for less money if they were actually learning in a good system and looking forward to a good or even reasonable salary. Many desirable young people often join a company where they can learn and advance rather than accept a better beginning wage where there is little future.

Teacher aides have always been considered with the idea of increasing the pupil load, as in Bay City. Teachers aren't born any more than nurses are, and we should expect to train them as well as give one teacher a reasonable number of children to teach.

In my class last winter there suddenly seemed to be no tattling. I was not scolding anyone and work (See *Coffee Break*, page 16)

Philosophy and Values in Education

By Alan A. Small, Mehlville

THERE IS NO GREATER challenge to mankind today than the challenge of philosophies. The entire Western world finds itself backed to the wall by philosophies other than its own. The nuclear drama of humanity's last performance is directed and produced by ideas and the minds of men.

Because the development of mature intellectual prowess is of such critical importance, as teachers and educators we must do our best to help our pupils develop their own philosophies through the habit of questioning and reflecting upon the values in life as they experience them. Obviously, this should be more than merely "adjusting to life." It is determining whether this or that particular form of "life" is worth the adjustment.

This intellectual crisis is not caused by a lack of thoughts or ideas but from the lack of sound principles and absolute values to support them. This has been brought about largely by the extension of scientific principles into our workaday world.

The era of technological advance has produced much to enhance our material level of living. However, its overuse and over-extension into other fields of intellectual activity have left the West devoid of both belief in principle and faith in a sense of value.

Scientism, which dominates American thoughts and activities today, denotes that line of thinking which holds nothing absolute, but subjects everything to laboratory analysis as

the full test of its "truth," "fitness" or "workability." An important corollary of scientism is the principle that holds nothing absolute in its own right—that is, that all things must be considered "equal" so that they may be subjected to the democratic testing process. All things are subject to change, and values are relative, says the scientist. Therefore, to hold that one thing has more value than another is implicitly to deny nature.

These tenets of scientism need qualification on these two points: One, science deals with material, changeable things not with the spirit and the abstract; two, since human beings are composed of body and spirit (mind), it is the spirit of man that compels him to hold a standard of spiritual values which is above and absolute over physical things.

Just as society's concern over things of the body dominates our motivations today, so our public schools also appear to be heavily impregnated with scientism and its pragmatic corollaries.

For example, the spirit of controversy and philosophic thinking often is lacking among members of the teaching and administrative staff. This is a necessary outgrowth of the influence of pragmatism which is primarily concerned with workability, rather than truth. Whereas a search for truth and rightness involves the belief that some things are essentially "better" than others, the doctrine of equivalence demands that the practicality of things be considered first, regardless of true-

ness and appropriateness. This is especially critical in regard to the school's curriculum and the student body.

In addition, the great emphasis on the physical aspects of education, including the physical plant and the tangible items of the curriculum, dominates the scene where intellectual problems would seem to be more appropriate. Due to the great upsurge in school population, our schools' physical plants are taxed to the limit. Consequently these important problems must be dealt with in the most efficient and positive manner possible.

There is not a public school or its board that does not believe in doing its best for its pupils. However, they know this does not limit itself to providing the best learning environment. It also means that the pupils must learn "something," and this end of the responsibility is just as important as the physical end.

As a result of the pressures of population, schools often have had little opportunity to pursue the more exacting and delicate problem of meeting the pupils' intellectual needs. Nevertheless it is unfortunate that in some instances our physical crises overshadow the intellectual ones.

The public schools' curriculum offerings should be considered in studying the values of today's schools. The wide range of electives is most important, for it reflects the spirit of pragmatism in what may be called the principle of equivalence of studies. This principle holds all

(See *Philosophy*, page 16)

James B. Conant Reports on EDUCATION IN THE JUNIOR HIGH YEARS

*A memorandum to school boards:
The education of young people is more
important than where grades seven, eight
and nine are placed in the school organization*

By Carol Henderson

The educational program for young people in grades seven, eight and nine is more important than where these grades are placed in the school system, concludes Dr. James Bryant Conant in his report, *Education in the Junior High School Years*.

It is important to help boys and girls between the ages of 12 and 15 move smoothly from a child-centered elementary school to a high school which emphasizes subject matter, says Dr. Conant. "When enrollments are large enough," he says, "I am convinced it is possible to provide the kinds of educational experiences they need regardless of the structure of the school system."

He suggests a minimum of 125 students per grade. He also recommends a seven period school day to provide flexibility in scheduling. Teachers must have an "unusual combination of qualifications" to meet the needs of their students.

Dr. Conant's first report, *The American High School Today* (McGraw-Hill, 1959), and the present one are directed to school board members. He feels that in addition to adequate financial support, there are at least three ingredients necessary for good schools: 1. A school board composed of honest, intelligent citizens who know the difference between policy-making and administration; 2. A first-rate administrative staff—both superintendent and principals; and, 3. First-rate

teachers.

Dr. Conant makes 14 recommendations which he considers important for junior high schools. These proposals are based on observations of 237 schools in 90 school systems and 23 states which he and his staff visited last year.

Recommendation 1: All pupils in grades seven and eight should be required to study English (emphasizing reading skills and composition), social studies (stressing history and geography); mathematics and science.

All pupils should receive instruction in art, music and physical education. All girls should be instructed in home economics and all boys in industrial arts.

Recommendation 2: Some pupils should start algebra or one of the new brands of mathematics in grade eight, and some should begin studying a modern foreign language on a conversational basis in grade seven.

Recommendation 3: Instruction in the basic skills such as reading and arithmetic should be continued as long as pupils can gain from the instruction.

Recommendation 4: Musical and dramatic activities, assembly and homeroom programs, interest clubs, intramural activities and the student council should be part of the school program.

Recommendation 5: Provisions should be made to assure a smooth transition for the young adolescent

from the elementary school to the secondary school.

Recommendation 6: The daily class schedule should be flexible and avoid making pupils choose between science and foreign languages.

Recommendation 7: Instruction should be organized to provide intellectual challenge for the whole range of abilities found in a school.

Recommendation 8: A full-time specialist in guidance and testing should be available for every 250-300 pupils in grades seven and eight.

Recommendation 9: Meaningful homework is profitable in grades seven, eight and nine; drudgery, however, is not meaningful homework. Teachers and principals should develop careful procedures to assure coordination of homework assignments between teachers of different subjects and to stimulate the mastery of basic skills.

Recommendation 10: In the ninth grade, the curriculum should provide for the usual sequential elective program as well as the continuation of the required courses in general education.

Recommendation 11: A school should have the following facilities: 1. A well-stocked library; 2. A gymnasium with locker rooms and showers; 3. Specially equipped home economics rooms for girls and industrial arts rooms for boys; 4. An auditorium or assembly space for at least half the student body; 5. Cafeteria
(See *Junior High*, page 31)

DURING the past year seventh and eighth grade pupils in St. Elizabeth studied an experimental program in modern mathematics rather than the usual elementary arithmetic curriculum.

The program was one prepared by the School Mathematics Study Group at Yale University in the summer of 1958. There are other experimental programs such as the Ball State Program and the Illinois Program. However, the Yale Program was chosen because it more nearly covered the weaker areas in the St. Elizabeth mathematics program.

The Yale Program is divided into number systems, geometry and applications. The area of number systems contains units on (a) numeration, (b) natural numbers and zero, (c) factoring and primes, (d) supplementary tests for divisibility and repeating decimals, (e) non-negative rational numbers and (f) mathematical systems.

Geometry is divided into (a) non-metric geometry, (b) informal geometry and (c) measurement and approximation.

Applications include (a) what is mathematics, (b) ratio and proportion and its relation to science, (c) statistics and (d) chance.

The program was offered to a heterogeneous group of 29 eighth graders and to 9 seventh graders who ranked in the upper half of their class. This group completed approximately half of the program by mid-term. At that point, after studying the progress, the lower half of the eighth grade was combined with the upper half of the seventh grade. The program was slowed down for this group. The 14 students in the upper half of the eighth grade completed the entire program in one year.

At the end of the year it was found that even though slower pupils were reasonably interested in the program and absorbed a great deal of the information, they have little need for this type of program.

Some dividends of the program

MODERN

MATHEMATICS

for Today

by Ray Doerhoff and
Carmen Luettkemeyer,
St. Elizabeth

were:

1. Students developed a greater number consciousness.
2. It promoted reasoning and the ability to generalize.
3. It gave the students a deeper understanding of the reasons for mechanical operations.
4. Students developed a deeper insight into the decimal system.
5. They tended to tie arithmetic to algebra.
6. They built an excellent foundation for understanding the properties of geometry.

The experimental texts, which were paper backed and bound in three volumes, were not very inviting to students accustomed to well-written and illustrated texts. The texts lacked drill materials, and there was a lack of examples and explanatory material for many of the topics which were entirely new to the students. Many of these difficulties will be overcome in a revision now being prepared in hard-backed form.

The program appealed more to boys than girls. It became a favorite topic of conversation during free periods. Although well received by the students, the parents were unfavorable at first. A typical comment was, "Why, I can't help my child with this stuff. I've never heard of it before." After a thorough explanation to the parents of the children involved, the comments changed either to favorable, or to a "wait and see" attitude.

Schools which would like to try such a program should be certain

that participating students have a good background in decimals and percentage. An understanding of formulas and their usage should either precede or parallel the course. In order to make the mathematics program complete, students should either complete standard eighth grade arithmetic before starting the modern mathematics program or follow it with a general mathematics course in high school. This would avoid the omission of interest, banking, insurance, stocks and bonds and advanced measurement. Even though the vocabulary is too difficult for slower students, the students who will benefit from this program will have no difficulty with it.

This is an interesting and challenging program to teach, and unless the teacher has a good background in modern mathematics it will involve many hours of outside preparation on his part. What the result will be can be determined only by what these students do in their mathematics courses in high school and college. However, with the shift of emphasis to modern mathematics in college programs, there can be no doubt that the emphasis in elementary and secondary mathematics programs will need to be re-evaluated. This type of experimental program will provide the necessary background and give the students an understanding of *why* things happen in mathematics, which is better than memorizing formulas to produce a correct answer.

A "shifting" mathematics program
(See Math, page 16)

Coffee Break

(Continued from page 12)

was progressing happily. Had I worked a miracle suddenly? No, it was only because there were twenty-five of us instead of thirty-seven, thanks to mumps, flu, and a chicken pox epidemic. For three weeks we enjoyed this quiet, friendly atmosphere. Tattling and scolding returned after full attendance resumed.

Parents with three or four children shake their heads after a vacation and say, "How do you stand it?" Yet few teachers, in our country of two car families and steak for dinner, dare ask for fewer than thirty pupils, and many have nearer forty. Children who have always had a room of their own are supposed to live six or seven hours a day in a room with thirty-five or more people. There are some children in any room who get along fine as long as they are about five feet away from everyone. Trouble begins as soon as they rejoin the group.

Whether aides are available or not, every building should have a secretary to run off ditto material, keep records of milk, lunch and ticket sales and office business and handle phone calls. When a child becomes ill a teacher often spends half an hour contacting his parents. Someone besides the teacher of thirty other children should care for the sick and wounded.

Besides a secretary-receptionist, schools should have physical education teachers. Children need physical education, not recess, and a teacher needs the time to plan other lessons. She may be able to coach and umpire a ball game but she can't look very well groomed and poised for the classroom afterwards.

Hot, dusty, windblown, one returns from recess to teach reading. Where are those thought-provoking questions? If economy-minded parents don't care how worn and frustrated the teacher is, or that their child has only a small fraction of the guidance he needs, perhaps someday they will see the sense in employing teachers to teach.

Philosophy

(Continued from page 13)

courses of study to be of equal value, thus denying that there is a hierarchy of values in life.

Certainly there are many problems to be worked out, and new problems continue to arise. However, rather than being pressured to adopt or adapt new courses to an already crowded curriculum, our schools should consider what might be eliminated instead of how to expand their programs. Education of the whole child is a very worthy ideal, but it is unfair and unrealistic to ask it of the schools alone. On the other hand, if the intellectual faculties were to receive the attention they rightfully demand, the whole personality would thereby be guided and strengthened.

These ideas, with which I have taken issue, fall under the auspices of "progressive education." But the founder of this theory, John Dewey, cautioned his followers against the misuse of his ideas. In relating learning to experience, he urged them not to make activity an end in itself. He also urged educators not to lose sight of the heritage of the past as they develop a new philosophy. He said the traditional concept of education had the advantage of believing in absolute values and that these should not be disregarded while constructing the new philosophy.

Teachers and educators must make a judgment about what they believe concerning philosophy and values, especially in regard to education. Teachers play with the highest stakes: Man's mind and moral character. Therefore it is essential that the teacher understand the "whys" and "wherefores" of his life's work. The teacher need not be a rebel or a radical. But he must be a man who is sympathetic to ideas and ideals.

As a consequence of the heightened interest in fundamental problems, the schools themselves will begin to show more interest in their rightful role, that of developing the mind of the pupil so that he may

cultivate the rest of his personality intelligently. The curriculum would also be affected so that a more balanced course of studies could emerge.

It is hard not to fight back against those who criticize public education in our country. The instinct of self-preservation forces us to tear away at the other fellow, whether he is justified or not, even though many of the criticisms have no point, or they are unnecessarily harsh and one-sided.

MATH

(Continued from page 15)

is being introduced this year in St. Elizabeth whereby all teachers in grades four through eight will schedule mathematics at the same hour. Each teacher will be assigned a definite level of mathematics to teach. A student may move up to the next level whenever he is considered ready to do so at any time during the year. With this type of shifting program in basic arithmetic, students who will benefit from a modern mathematics course can complete their standard eight year arithmetic program in seven years, leaving their eighth year for modern mathematics. In this way each student may progress at his own speed, and at the same time acquire the type of background in mathematics he will need most for the future.

COMMISSIONER DERTHICK JOINS NEA STAFF

Dr. Lawrence G. Derthick, U. S. Commissioner of Education since December 1956, has resigned his position effective January 19.

Derthick will become assistant executive secretary of the National Education Association, Washington, D. C.

His special responsibility will be Educational Services including adult education, audio-visual instruction, rural education, international relations, safety education and higher education. He will serve as liaison between more than 25 NEA departments. Special projects will be guidelines for public school instructional programs, technological innovations in the learning process, education of academically talented pupils and conferences on better teaching.

By Mildred Heye, Principal
Lincoln School, St. Charles



A Manufacturing Parade

WHEN 10-year-olds with beaming faces opened the door of the elementary school office day after day for weeks and asked the same question, "Is there any mail for us?" it was apparent that interest was at a high pitch in Nora Wildschuetz's fifth grade class in Lincoln School at St. Charles.

It all started through a Social Studies Industrial Unit which attempted to show a cross section of manufacturing in the United States.

The names of manufacturing companies were secured from the Department of Commerce of every state in the United States. The letter told them of the plans for the industrial exhibit. The state history, flag, flower, seal, song and a directory of manufacturers in the state were requested.

Here was an excellent correlation in the field of English as each student prepared his business letter in correct form. At this phase of the unit, penmanship and spelling received a great deal of emphasis.

At the beginning of the project, each student was assigned the state for which he would be responsible. Each student was asked to read all of the material dealing with the commerce and history of that particular state and make an evaluation on the type of industry. Each student went through the industrial directories to secure the names of 10 representative companies from the various sections of each state.

Then another letter was composed for the selected companies. They were told that they could participate in the exhibit by contributing labels of products, samples and anything else characteristic of their companies.

In this class of 30 students, at least 500 letters were written. As soon as the companies responded to the letters, the packages began to roll in. The materials were opened and the student located the cities on the map, from which the articles came.

After several months, more than 300 companies responded to the re-

quest. The numerous articles were displayed attractively on tables in the classroom. Companies sent motor oil, brake fluid, weather stripping, salt, candy, vegetables, dairy products, rattlesnake meat, alligator soup, cotton products, rope, canned goods, tobacco, steel, rubber articles, upholstery samples, leather products, glass items, music articles, marble, wood products, television equipment, potato flour, telephone equipment, laboratory thermometers, toys, music records, aluminum products and their raw materials, products of automobile industry, craft materials, piping, textiles, aircraft equipment including missiles, Hawaiian pineapple, casket materials, electric bulbs and equipment, plastic materials, automatic sprinklers, leg and wing bands, collars, iron ores, Mexican foods, wax paper bags, Quaker Oats, green and roasted coffee, rubber stamps, marking devices, seals and toothbrushes.

This project provided a vital learning experience for the 10-year-olds.



The Social Studies:

A New K-12 Curriculum for

*Eliminates repetition,
Tightens sequential ties,
Provides thorough teaching of essentials*

ST. LOUIS public school teachers this year are trying out a new social studies curriculum which may be history-making on two counts—the method by which it was produced and its departures from tradition.

The method was a simple but daring translation of the K-12 point of view into action. For the first time in an extensive curriculum project in the St. Louis system, the line between the elementary division and the secondary was eliminated. Teachers, consultants and administrators from both divisions worked together. Under the guidance of Dr. Earl G. Herminghaus, Director of Curriculum and Educational Research, a production committee of six—two elementary teachers, two secondary teachers and one consultant from each division—was assigned the task as a full-time job.

In addition to the consultants, Miss York and Mr. Enzinger, the teacher members were Velma B. Appelbaum, Dorothy Branding, Odessa W. Farrell and William A. Pearson.

The committee began studying the then existing curriculum in September 1959. After an exciting year of varied activity—conferences with all personnel concerned, examination of all current textbooks in the field, planning sessions, individual work (the results of which were regularly discussed and revised by the entire committee), progress reports to

various groups through meetings, television and radio broadcasts and bulletins—a new printed curriculum guide was ready in September 1960 for distribution to teachers. The new curriculum eliminates repetition, tightens sequential ties and provides for slower and more thorough teaching of essentials.

An unusual feature of the plan was that the committee was authorized to recommend textbooks to accompany each semester's work. From the start the committee agreed *not* to write courses of study first and then try to find textbooks to match. The idea was to find the best textbooks to fit the general plan and base the content of the courses on them. The result is a curriculum guide which indicates in brief outline form the entire range of topics from kindergarten to the twelfth grade. (It is *not* a collection of resource units.)

Time-schemes are suggested throughout so that teachers will be sure to meet semester requirements and allow each class to begin the next course in sequence. Listings of audio-visual material in columns beside the topical outline are proving to be a helpful feature of the new guide. In a separate book, term-end tests are provided for each semester, Grades 4 through 12.

Geography

After a section of time-honored topics for the kindergarten and the

ungraded primary (where little revision was needed), the new curriculum differs from the old in many ways. First is the return to geography. No curriculum worker in the social studies can fail to be aware of the increased demand for more and better teaching of geography—evidence of the degree to which world affairs have entered the consciousness of the average citizen. Knowledge of world geography now assumes a place of greater urgency in "education for all the people" than subjects which have little bearing on the crisis of our time—ancient history, for example. The committee met this demand by turning from a combination of history and geography in Grades 4 through 8 to three consecutive years of geography. World regions are sampled in Grade 4; the Western Hemisphere is studied in Grade 5; the Eastern Hemisphere, in Grade 6. Throughout these grades mastery of skills is stressed—reading maps and globes, making generalizations and drawing inferences. The textbooks selected do not shun history altogether, they introduce as much as is necessary to carry out their aim of showing the interaction of man and his natural environment.

In the secondary school also the new curriculum gives added emphasis to geography. The sequence of subjects for superior students includes a semester of advanced ge-

um for St. Louis

by Mary York and
Philip Enzinger
General Consultants
St. Louis Public Schools

ography in the tenth grade. The same course is one of four twelfth-grade electives for average students. Moreover, a full year of geography is the required tenth-grade course for low-achieving students.

Removal of Repetition

In the old curriculum the greatest amount of repetition appeared in the teaching of history. One of the first questions confronting the committee was how much of this repetition was necessary. The solution lay in the idea that if the time devoted to the teaching of American history could be spent in one sequential study rather than in two surveys, as provided in the old curriculum, more adequate learning would result. Hence, there now are three years for American history, Grades 7, 8 and 9, for all but the specially selected gifted students, who do the course in two years. Grade 7 ends the chronological study of American history at 1789 and includes study of the United States Constitution and the Bill of Rights. Grade 8 ends at 1850 and includes units on St. Louis and Missouri. Grade 9 takes the American story to the present but does not go into detail on current world problems involving the United States which are included in later courses. Amendments 13 through 22 of the Federal constitution are studied in chronological sequence of their addition to the Constitution.

(See Curriculum, page 31)

SUBJECT SEQUENCES IN THE SOCIAL STUDIES CURRICULUM

Primary Levels

Living in school, home, and community; the farm and larger urban areas; transportation and communication; geographic concepts of day and night; the seasons and the weather; how necessities are provided; introductory map and globe concepts; American Indians; colonial life in America; children of other lands; holidays; current events.

Elementary Grades

- GRADE 4. St. Louis today; world regions; map skills.
GRADE 5. Geography of the Western Hemisphere; map skills.
GRADE 6. Geography of the Eastern Hemisphere; map skills.
GRADE 7. Old World backgrounds; American history to 1789; U. S. Constitution and Bill of Rights; Constitutional Amendments 11, 12; map skills.
Gifted. American history to 1850; U. S. Constitution and Bill of Rights; Constitutional Amendments 11, 12; history of St. Louis and Missouri; American institutions; map skills.
GRADE 8. American history from 1789 to 1850; history of St. Louis; Missouri history; first Missouri Constitution; American institutions; map skills.
Gifted. American history from 1850 to present; Constitutional Amendments 13-22; present Missouri Constitution; map skills.

Secondary School

TRACK IA	TRACKS I and II	TRACK III
REQUIRED:	U. S. History 1***	U. S. History 1***
World History 1	U. S. History 2***	U. S. History 2***
World History 2	World History 1	Geography 1
Contemporary History	World History 2	Geography 2
Advanced Geography	Contemporary History	Citizenship & Applied
American Political & Economic History 1*	Economics	Economics 1
American Political & Economic History 2*		Citizenship & Applied
		Economics 2
		World History 1
		World History 2
ELECTIVE:	Western Civilization 1 & 2**	None
Western Civilization 1 & 2**	Advanced Geography	
Economics	Government	
Government	Sociology	
Sociology		

*American Political and Economic History includes study of the Constitutions of the United States and the State of Missouri.

**Western Civilization is a college-level course designed to prepare students for advanced placement tests.

***United States History in Tracks I, II, and III continues Grade 8 history from 1850; it includes study of Constitutional Amendments 13-22 and the present Missouri Constitution.

SPECIAL EDUCATION

IN THE ELEMENTARY SCHOOLS

Aspects of home living; the neighborhood; friendship; services of school personnel; transportation; communication; city services and facilities; significance of holidays; easy concepts of government; historical characters; simple American history; responsibility of a citizen; skills useful to the citizen.

IN THE SECONDARY SCHOOLS: TERMINAL EDUCATION

Semester 1

Adjustment to high school; community services; history of St. Louis and Missouri.

Semester 2

Explorers of our country; settlers of our country; builders of our country.

Semester 3

The building of towns and cities; geography of the United States; possessions of the United States.

Semester 4

Our government; travel and communication; relations with the world; geography of North America; geography of South America; current events; job possibilities.

As State Support Goes

So Goes the TEACHER'S

THOSE who have taken the time to study the situation know of the direct relationship that exists regarding the level of teachers' salaries in this state and the financial support provided by the General Assembly of Missouri.

That such support from the state has played a significant role in salary structure should be evident.

Missouri's General Assembly early became interested in sharing the payment of teachers' salaries with the federal government and later with local districts.

It will come as a surprise to some, however, to learn that the source of funds first appropriated by our State Legislature and apportioned to the school districts, starting in 1842, was income from land grants and surplus funds of the federal government.

In 1853 the Missouri Legislature provided for one-fourth of the state revenue to be placed in the state school moneys fund.

Except for a period connected with the Civil War, this practice was followed until 1887 when the General Assembly increased the appropriation from one-fourth to one-third. These funds could be used for teachers' salaries. The average salary was about \$240 per year.

The state, for the apportionment year of 1887, made available \$755,534.74 to public schools.

Since state revenue was on the increase between 1887 and 1930 and schools received one-third of it as their share, funds climbed.

State aid increased from 1.6 millions in 1910 to 4.9 millions in 1930.

Schools received funds on the basis of the 1931 School Law for the first time in 1932-33, when the state paid 44.99 per cent of its obligation on the first level only, for a total of \$5,589,516.46.

For the school year 1933-34 the one-third of the state revenue plus the interest from the state permanent school fund provided only 29.5 per cent of the first apportionment, cutting the money available by more than one million dollars.

Teachers' salaries decreased from an all-time high average of \$1,264 for the school year 1930-31 to \$996 for 1934-35, thus reflecting the decrease in state support.

In the early years of the 1931 School Law, increased state support was offset in some cases by a reduction in local levies and by a reduction in local assessed valuation.

By 1941-42, the one-third of the state revenue fund had increased sufficiently to finance the 1931 School Law in full for the first time and provide a balance that could not be apportioned of \$881,597.35.

Teachers' salaries had regained ground until the average of \$1,261

for 1942-43 was only three dollars below the previous all-time high of \$1,264 in 1930-31.

In the 1943 session of the Legislature, the House came within seven votes of cutting the school fund from 33 1/3 per cent to 30 per cent of the state revenue. The move to reduce the fund was stimulated from three sources, the Governor, those who wanted to divert surplus school funds to other services and legislators from the cities who believed they were not receiving a fair share of school funds.

Through the leadership of the united profession an unhealthy situation was turned into a victory for schools when the second level apportionment was expanded to permit the distribution of increased funds and a third level was added with an open-end provision that would permit the distribution of all money appropriated to the school fund regardless of the amount.

Between 1940 and 1945 state support for teachers' salaries increased from \$12,316,203 to \$18,326,229 and salaries moved from \$1,185 to \$1,456.

In 1948 the General Assembly broke the precedent it had followed since 1887 of setting aside one-third of the state revenue for schools by adding an appropriation of \$2,500,000 for a one-year period. For the 1949-51 biennium it made a supple-

SALARY

School Year Ending	State Aid For Teachers' Salaries	Number of Teachers	Average Salary of Teachers	State Aid Per Teacher	% of Total Salary
1930	\$ 5,531,917	24,909	\$1,256	\$ 222	17.7
1935	5,968,996	25,122	996	238	23.9
1940	12,316,203	26,369	1,185	467	39.4
1945	18,326,229	23,949	1,456	765	52.5
1950	35,923,462	24,606	2,456	1,460	59.4
1955	45,045,932	26,966	3,398	1,670	49.1
1960	70,268,251	32,353	4,608	2,172	47.1

mentary appropriation of 5 millions followed by 7 millions for 1951-53.

When the supplementary appropriation was stepped up to 9¼ millions for 1953-55, it was vetoed.

The crisis resulting from this unconstitutional action helped dramatize the urgent need of additional school support and undoubtedly helped pave the way for the Foundation Program.

The direct relationship between state support and teachers' salaries can be illustrated clearly by the increasing share state support provides of each dollar paid for teachers' salaries.

State funds in 1930 provided 17.7 per cent of a teacher's salary. By 1940 the state's share had increased to 39.4 per cent. In 1950 nearly 60 per cent of the money paid teachers came from the state. Because state support did not keep pace with local effort, this declined to 47.1 per cent in 1959-60.

Funds from the Foundation Program approved by the people in October 1955 were responsible for state aid per teacher going up from an average of \$1,670 for 1954-55 to \$2,172 in 1959-60.

During this four-year period the number of teachers increased by 5,387. This takes a tremendous outlay of funds that might have gone to boost salaries.

Should the New Foundation Pro-

gram be financed in full and only the minimum of 80 per cent of the increase be used for teachers' salaries, the average increase per teacher would be \$760. This added to the present amount of over \$2,172 per teacher, would bring the state's contribution toward each teacher's salary to more than \$3,000.

Missouri school districts needed about 4,400 new teachers for the 1959-60 school year. Institutions preparing teachers graduated only 2,567 and only 1,600 of these could be hired by boards in this state.

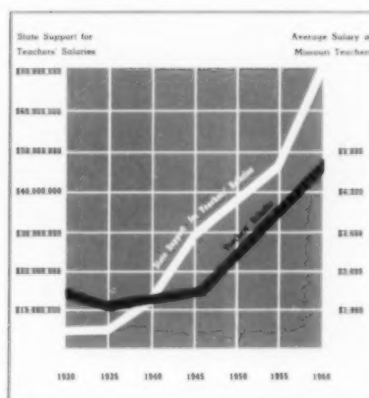
Salary is, of course, the chief reason why enough quality candidates do not enter teaching and it is the reason Missouri fails to employ many of those who graduate each year.

The average salary for teachers, principals and supervisors in all states was \$602 above that offered in Missouri last year.

Full financing of the Foundation Program should raise salaries of Missouri teachers to approximately the national average.

Have the financial needs of your school district been interpreted to your State Representative and Senator?

Do you know how your legislators stand on financing the New Foundation Program in full? If these most important matters have not been accomplished, don't delay, do something today!



AVERAGE SALARY OF MISSOURI TEACHERS

School Year Ending	Average Annual Salary of Teachers
1885	\$ 226
1890	252
1900	289
1905	343
1910	442
1915	547
1920	797
1925	1,163
1930	1,256
1935	996
1940	1,185
1945	1,456
1950	2,456
1955	3,398
1960	4,608

Teacher EDUCATION

The **MSTA** at
WORK

1856 Recommended normal schools
1870 Normals—Kirksville, Warrensburg
1873 Cape Girardeau Normal
1876 Lincoln University
1892 Teachers Reading Circle
1902 College of Education at M. U. recommended
1904 Teachers College at M. U.
1905 Normals—Maryville, Springfield
Recommended raising qualifications
1910 Teacher training program in A. S. recommended
1912 A. S. teacher training law
1925 Code of Ethics

1937 Future Teachers of America
1939 Recommended minimum four years college
1942 Wart Recruitment and Teacher career publications
1947 College of Education at M. U.
1948 Certification improved and centralized
1958 State Future Teachers organization
1960 31 student NEA chapters and 104 FTA clubs
8% of teachers have 120 college hours or more
Recommend 5th year College Degree required for all new teachers

CREDIT UNIONS

1927 CREDIT UNION LAW

1945 LAW IMPROVED

**1961 31 CREDIT UNIONS
(some district wide)**

The **MSTA** at
WORK



STATE Building Funds

- 1913 CENTRAL BUILDING AID
- 1931 ABANDONMENT AID
- 1943 AID FOR ELEMENTARY DISTRICTS
- 1946 GENERAL BUILDING AID PROPOSAL
- 1948 FOR REORGANIZED DISTRICTS
- 1951 REORGANIZED DISTRICT AID LIBERALIZED
- 1956 STATE BUILDING BOND ISSUE

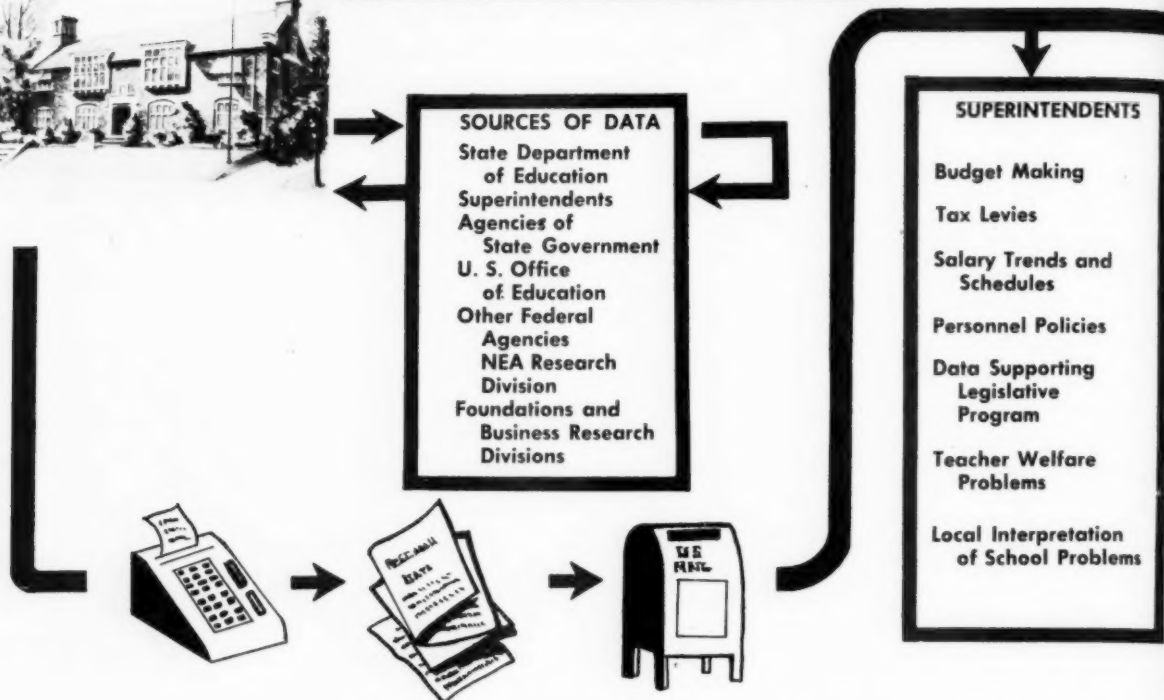
Compulsory

SCHOOL ATTENDANCE

- 1878 ADVOCATED
- 1901 ATTENDANCE LAW VETOED
- 1905 LAW RE-ENACTED
- 1909 EXTENSION
- 1957 MADE MORE INCLUSIVE



MSTA SERVICES



MSTA RESEARCH AND

FINDING FACTS relative to the support of the Missouri State Teachers Association in promoting public education and improving the welfare of teachers in Missouri is the chief objective of its Research Division. The Division's major interests have been school finance and support and the economic status of teachers.

As the Association sought to improve education in Missouri by the adoption of *Constitutional Amendment No. 1* in 1950 making possible the voting of levies by a majority, *Constitutional Amendment No. 2* in 1952 which increased the bonding capacity of school districts to 10 per cent of assessed valuation, and of *Referendums Nos. 1 and 2* in 1955 approving the school foundation program and the state cigarette tax, the Research Division provided data supporting the proposals. It did the same with the Association's measures before the General Assembly.

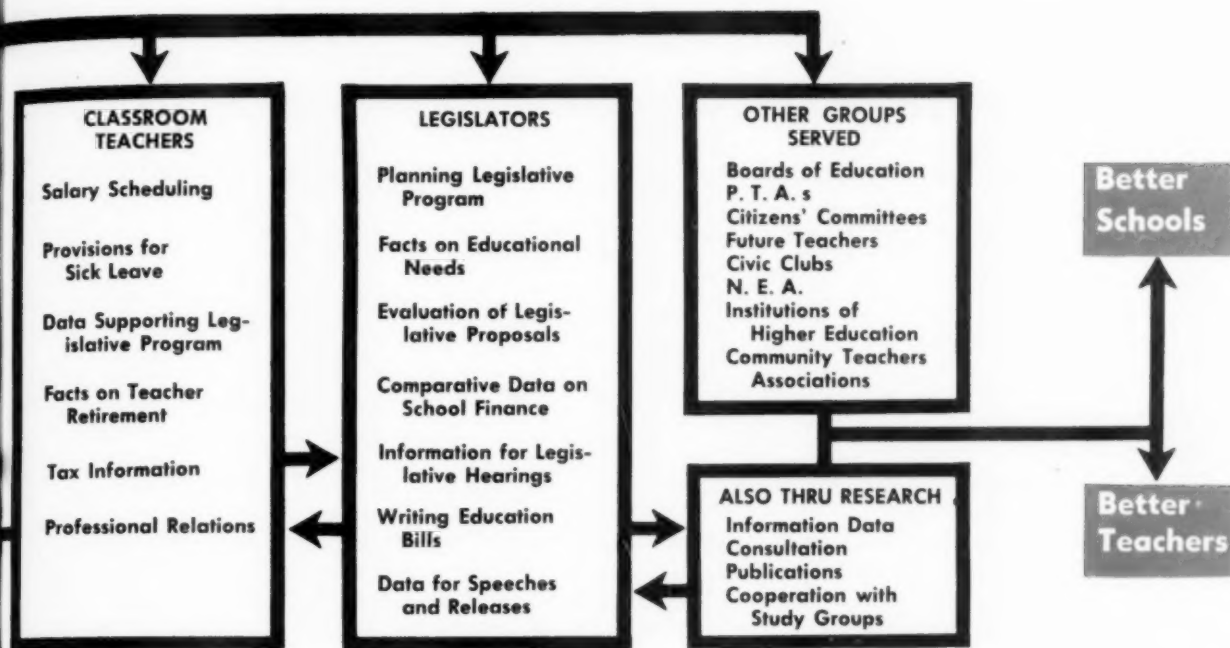
The Research Division services a number of the Association Committees, making whatever studies they

direct and assisting in the preparation of committee reports. Committees receiving special assistance are: Sources of School Revenue, Teachers' Salaries and Term of Office and Teacher Education and Professional Standards and Ethics.

In addition to securing data supporting the Association's legislative program, the Legislative Committee is assisted in drafting legislation and in preparing Legislative Bulletins which keep the profession informed on current legislative developments in the General Assembly and in Congress.

The Research Division provides information on Missouri schools and their needs to all interested groups. Facts on Missouri school support were made available to the Special Legislative Committee reviewing the school foundation program in 1958.

In order that facts relating to the over-all needs of Missouri schools may be known by the profession and the public, the Research Division has gathered much in-



IMPROVED EDUCATION

By Marvin Shamberger

formation in the publication, *Facts About the Financial Needs of Missouri's Public Schools*. The 1961 edition of *Facts* includes the number of births in Missouri, projected enrollments, the number of teachers needed and the number now being prepared, salaries of teachers in Missouri and elsewhere, the incomes of other groups, tax levies, per pupil and per capita educational expenditures in Missouri and throughout the nation, per capita income, income per child, the per cent of income spent on education, state tax collections and state disbursements. This information also is disseminated through press releases.

To assist local communities in developing salary schedules, information on the salary schedules of Missouri school districts is collected and made available. This also is done with plans of sick leave.

To avoid duplication of effort and to save the time of school administrators in supplying information, information already available in the State Department of

Education is used whenever possible. School districts are asked to supply only information that seems essential to the Association's program.

Extensive use is made of the excellent materials supplied by the Research Division of the National Education Association.

The Division cooperates with graduate students in making specialized studies relating to the profession.

Individual members of the Association requesting information are assisted in every way possible. Hundreds of letters are answered each year.

As the Association's major legislative objective is the full financing of the school Foundation Program by the next General Assembly, the Division has computed for each school district in the state the additional amount that would have been received this school year had the program been paid in full and the additional local levy that would have been required to produce a like amount of money.

TEACHING IS AN ART

By R. C. Bradley
Columbia

TEACHING means helping another to develop any or all of his natural powers and capacities in order that the mental, emotional and volitional life of the individual may be augmented for real and harmonious adjustments to life. Learning may be considered as that change which sets a pattern for future reaction to stimuli within a changing environment. With these thoughts in mind, it is evident that the teacher must be an artist in the manipulation of the environment for learning, a constant student of child growth and development and an expert in the science of knowledge.

The art of teaching may begin with the professional art of constantly enlarging the child's understanding in accordance with his spiral of growth pattern of development. The competent teacher's art of teaching may end short of the optimum development in learning by each and every child, for this implies the development of competency in every field of endeavor. Striving for optimum development in all areas may result in mental blocks which handicap or hinder the development of individual talents.

Teaching is an art when teachers help children comprehend the varying thought patterns in reaction to situations such as the differences and similarities of *this is, this is not*, and when they are on their own are challenged with *do this, avoid that*, types of thinking.

The art in teaching comes as one recognizes that the science of teaching is knowledge which furnishes principles while the art of the profession produces workable rules. The art of teaching may be the ability of the teacher to sow prudent ideas in the minds of his students and then to cultivate these ideals.

Teaching is an art in keeping activities and knowledge new and alive so that they challenge the thinking of the best of students and teachers today. There is an art involved in helping children find new things.

Every day is new. It has not been before; it cannot be new tomorrow. It must be used today. One cannot save up his yesterdays or squander his tomorrows.

Every day of teaching is new to the artists of the profession. Even though some of the materials to be covered may be old, the newness of each day can be felt through old questions with a new twist or bright new questions asked by alert children. The teacher who approaches each day knowing it will contain new criteria which will cause her to rearrange and strengthen her methods of teaching, will be a successful artist in the profession and a credit to her boys and girls.

Experiences provided for boys and girls must be new and invigorating. Old skills must be taught with a new twist. The newness of any elementary school activity cannot be lost in the oldness of the approach. The newness of the activity must be felt by all of the youngsters. The activity must be alive with action and purpose. The art in teaching comes in the skill of selecting these activities. The new day that is allowed to pass with little profit to the child may contain his "teachable moment." Teaching as an art is analogous to the new day.

Teaching is an art when teachers teach children that they cannot tell the meaning of a poem by looking at isolated words. Each word must be read and interpreted in context to find out what the poem means in unity. Even then it is necessary to go further so that students can comprehend the implied meanings presented by the poet. The true artists of the teaching profession recognize that they cannot tell solely by looking at grades or countenances what children are capable of doing. The competent teacher must develop skill in the art of conducting activities which will allow children to display their talents overtly. Planned activity for student overt action will strengthen and extend their skills today and prepare them for the transforming of the society in which they will live, work and play in the future.

Secretary's Page



National Congress

General Assembly

THE STATE LEGISLATURE convened on January 4. If the foundation program is to be financed in full, a bill must be passed transferring the required amount of money from the general revenue fund to the state school fund. The transfer bill will be introduced by the Chairman of the House Appropriations Committee. The real concern is that it be sufficient in amount.

From the general revenue fund appropriations are made for all functions of state government except those having ear-marked revenues such as highways and the Conservation Commission.

If there is not sufficient money in the general revenue fund to finance the many functions such as welfare, mental health, education, penal institutions, highway patrol, etc., then additional revenue must be raised.

If taxes must be raised it will be for the general revenue fund to meet the budgetary needs for all purposes and not just for education.

The Association has long taken the position that when the General Assembly has a demonstrated need for more revenue, it will support whatever tax the Assembly in its wisdom deems advisable.

Available on request are data showing the amount of additional state funds your district would have received this school year had the foundation program been fully financed and the size of the local levy required to produce the same amount. The property tax cannot bear the ever increasing load.

Missouri's per capita income ranks high, her state tax load among the lowest, and our average annual teachers salary is \$602 below the national average. The need is clear and the ability to do is beyond question.

The National Congress is now in session. With a shortage of 135,000 teachers and 132,400 classrooms, with 330,000 children on half day sessions, with 2,000,000 in overcrowded classrooms of 35 or more pupils, what does it take to awaken the people of this country to a realization that the economic well-being and security of our nation is endangered.

According to the Bureau of Census the United States had 28.5 million school age children (5-17) in 1945; 43.3 million in 1959; expects 58 million in 1970; and 74.4 million in 1980. The enrollment this year increased 2 million over last year. The seriousness of the school situation grows worse with each passing day.

Every study group, lay or professional, including the Rockefeller Report, the Killian Report, and the White House Conference on Education has stated that expenditures for education must double in the next ten years just to stay where we are. The magnitude of the task is indicated by the fact that this amount of money would be equal to the total amount now being collected for all local and state purposes. To talk about staying where we are in these changing times is unthinkable.

It is imperative that the Congress and the President face this issue without reservation at this session of the Congress.

In Brief

Copies of the 1961 edition of **Facts About the Financial Needs of Missouri Public Schools** are available on request. It should prove helpful in working with the General Assembly.

The Executive Committee meets on January 14 with the major item of business the appointment of committee members.

The Legislative and Public Relations Committees will meet jointly on January 21, to consider ways of furthering state and federal legislative objectives.

This, We Believe

WE, THE STAFF of East Lilbourn High School, believe that it is the function of the school to guide the child toward an understanding of a whole-hearted allegiance to the ideals of democratic living. In order to do this, the high school "teaches" not only the principles of democracy, but provides opportunities for practicing them in all phases of its educational program. Adults working with children understand the real meaning of democracy and how to employ democratic processes in interpreting it to them.

We further urge the fundamental fact that education is life itself, composed of experiences, which will enable him to be a responsible, considerate and contributing citizen during every stage of his development in individual and group living.

The school is an institution set up to provide systematically an education for all of its pupils. We here at Lilbourn East High are striving to maintain and provide practical experiences to aid further in developing attitudes, abilities and skills which will grant the assurance, to some extent, of economic efficiency and self-realization for the individual.

Our educational program is designed to stimulate the desires needed in acquiring knowledge to aid in maintaining good physical, emotional, social and spiritual growth.

We treat each pupil as an individual and assist him toward achieving the maximum possible development. We believe that learning is promoted most effectively by activities which require problem solving or reflective thinking; generalization and application with co-operative direction of emotional responses; and some element of habit and skill. The pupil is taught to think clearly and opportunities are afforded for testing his ability to think and evaluate. Such a process of instruction should result in the

development of generalizations, appreciations, attitudes, ideals, knowledge, habits and skills.

Being fully aware of the fact that we believe in the changing social order and that our school is a part of that order, we believe that a con-

tinuous reorganizing and re-evaluating of our educational program must be made in order to assure the total growth and development of all concerned. We believe in a good academic program. — Marie J. Branche, Department of English.

The Great American Adventure

By Justyn L. Graham, Principal, Minnie Cline School, Savannah

"The Great American Adventure" is a name sometimes used when referring to education in the United States. Never before in history has so much been done for so many. Since its beginnings great strides have been taken toward education for all American youth.

Leading educators from countries in many parts of the world have looked with skepticism upon the efforts of the American people to educate the masses. Tradition and out-dated techniques limited the progress which they might otherwise have been able to realize. Their aim was education for the "upper class"—those who could afford it.

Although the European education systems have desirable features, the "big swing" seems to be toward the American Way. College and university presidents as well as other leading educators from the United States, who have traveled abroad, report that they are enthusiastically questioned as to the workings of our American system. Foreign students who come to the United States seem to be favorably impressed with the training they receive here. There is indication that the American education system holds a position of respect among other countries of the world.

Our system subscribes to the premise that there should be equal opportunity for all. In order that this plan should be carried out, each of the 50 states has been given the responsibility of setting up its own system of education. Although all the systems differ in some respects, they are similar in purpose. Through a system of taxation, free education

is available for all, ages 6 to 20.

It has been estimated that the cost of an automobile, if it were to be made by hand, as an individual item, would be in excess of \$40,000. What would be the cost of education for your child if it were necessary for you to bear all the expense of his education? It is unlikely that you would be able to hire a qualified teacher for less than \$15 a day. A school year of 180 days, would mean that the cost would be \$2,700 per year, \$32,400 for 12 years. It is unlikely that books and supplies could be purchased for less than \$25 per year (depending upon the courses taken.) This would amount to \$300 for 12 years. It would be unrealistic not to consider such things as cost of transportation, cost of equipment used in courses such as home economics, industrial arts, mechanical drawing, farm shop, science, physics, commerce and music. Surely one would concede that it would be nearly impossible for one person to bear the expense involved in providing an education of the extent and quality necessary for a person to take his place in today's complex society. A conservative estimate would not be less than \$40,000.

An automobile is within reach of most people. This has been made possible through the development of mass production and the technique of American know how. A good education is available to all who take advantage of it. It is one of life's most valuable possessions. It has been made possible because people realize, as did Jefferson, that anyone who expects a people to be free and uneducated expects something which never was and never will be!

WHO felt he deserved the Nobel Peace Award for 1960? Nikita Khrushchev! A newspaper item in early spring reported that he had already set his emissaries to doing the groundwork for his nomination.

Had my current English program included an upper-term class in Modern, American, or English literature, I should have been tempted to use that clipping to spark a reading-speaking-writing project on the Nobel Awards. The fall term offers other starting points, and the project can be planned to culminate just as the awards are announced in December. If no news about a previous winner should appear—such as Father Pire's visit to this country, the fatal accident to Albert Camus, or the passing of Boris Pasternak—then whatever selection from the work of a literature winner the textbook includes will serve adequately.

The several times I have used this project, the details and procedure have varied. But each one has included a core of class work done together, group units done by three or four students and individual reading and writing. There are easy assignments and very difficult ones, to fit varied abilities. I am always careful to point out that, since these men and women have been judged the very best writers and thinkers on a world-wide basis, some of their work may be too mature in subject-matter or style for teen-agers to appreciate; but a great deal is easily within their range.

The Awards

Our first discussion is about what the Nobel Awards are. Some classes know a good deal, others very little; all their information is likely to be rather hazy. We get volunteers to find out what the encyclopedias tell about the establishment of the awards, the fields in which they are given, who selects the winners, when and where awards are presented and what monetary value they have. Usually someone asks how long Nobel's original sum will last and why the amount of the prize money

varies from year to year. We then combine all the scattered facts into an outline, begun on the blackboard and finished as homework. This kind of outline is often new to students and is therefore worth teaching them.

Naturally, under the heading "Winners," only a very few can be listed. That leads to the next lesson, concerning which winners are most famous, from what countries they have come and what they have accomplished. Sometimes we arrange our small-group investigations then. The Curie Family, The Peace Awards, Women Who Won, American Writers, English Poets, Playwrights, Winning St. Louisans, have all been chosen, though not all by any one class.

Books and Film

While the group research continues a class period may be used to view a film on the life of Alfred Nobel. Once or twice we have borrowed a set of books that includes a radio script about Nobel's early experiments leading to his invention of TNT. Occasionally a motion picture based on an award-winning author's work will be shown at a commercial theater. "Quo Vadis" and "The Old Man and the Sea" are examples. The late TV shows often

have a re-run of an old movie, such as the one about Madame Curie or "The Good Earth." The latter, in shortened form, as well as a biography of Nobel, may be borrowed from our Division of Audio-Visual Education.

We read and discuss in class several short stories and plays, those included in our own texts and others in sets of books we may borrow. Some we have liked are Sinclair Lewis' "Ring Around a Rosy" and "Land"; Pearl Buck's "The Frill" and "The River"; Faulkner's "Two Soldiers"; and Eugene O'Neill's "Beyond the Horizon" and "Where the Cross Is Made." Portions of speeches by Woodrow Wilson on the League of Nations and Sir Winston Churchill on the disaster at Dunkirk have been used. Although Anne Morrow Lindbergh and Robert Nathan are not Nobel Award winners, we have studied the former's factual account of the Yangtze River floods in "North to the Orient" and compared it with the fictional description by Pearl Buck in "The River." We also have studied Nathan's "Dunkirk," a poem treating imaginatively the subject of Churchill's factual speech.

For home reading, most classes
(See *Nobel Awards*, page 33)

The Nobel Awards

By Lorraine Lowry
Harris Teachers College

HELPS for Social Studies Teachers

By Louis and Joan Paul, Bayless

IT IS DIFFICULT now for a conscientious teacher to satisfy the many demands on her time. Local teachers' association, MSTA, NEA, administration, professional books and magazines all aim at helping her to do a better job. Her own conscience and concern for the children in her care also spur her on. Besides keeping up with the latest information, educational philosophy and techniques, she must be informed on the scholarship and research in her field.

History is not a static subject. It is a dynamic, living organism, constantly changing according to the latest work and thought of scholars. New material is discovered. Old facts are controverted. New interpretations develop. Yet public high school and grade school teachers are not in close touch with college or university centers of scholarship. It is even difficult to pick out the books which could be read with greatest advantage. The lag between research and textbook publication is often several years.

Hence, it is worthwhile to know of three services offered by the American Historical Association. These are: 1) The Service Center for Teachers of History; 2) *The American Historical Review* (a quarterly); and 3) The Annual Meeting of the A.H.A.

The aim of the Service Center for Teachers of History is summarized by the statement which appears on the inside cover of its pamphlets which says they are "specifically designed to make available to the classroom instructor a summary of

pertinent trends and developments in historical study." Although the Center has worked to promote more frequent meetings between teachers of history at college and secondary levels, the pamphlets are its most practical current help to in-service social studies teachers. Their basic title is "Key to the Past: Some History Books for Pre-College Readers."

Other recent publications are: "Industrial Revolution," "The American Frontier," "Chinese History: A Bibliographic Review," "Greek and Roman History," "The Middle Ages in Recent Historical Thought." The style of writing, though varying with different authors, is generally concise and readable. They sell for 50c each (less in quantity), or may be ordered by subscription for \$2.00 per year. This guarantees the subscriber at least 8 new pamphlets per year. More information may be obtained by writing: Service Center for Teachers of History, 400 A St., S.E., Washington 3, D. C.

The American Historical Review is a thick, scholarly but readable quarterly sent to members of the American Historical Association whose membership is open to "Persons interested in historical studies, whether professionally or otherwise" at \$7.50 per year (students \$4.00). Queries should be sent to the address above.

A relatively brief section of each *Review* is devoted to articles. The primary value is the section of book reviews and listings of current articles. Reviews are brief, but authoritative. They offer the best available opportunity for teachers of

history to keep abreast of current publications. They provide sketches of books which cannot be read in full and guides to more extended reading.

The Annual Meeting is attended by approximately 2,000 students and teachers of history each December during the Christmas vacation. Attendants need not be members of the A.H.A. The program is composed of sessions on specific topics, usually with two speakers for each, and a commentator. Popular topics at the 1959 meeting were: The Southern City, 1820 to 1860; Early American Nationalism; The Interpretation of History in Magazines and Newspapers; and Interpretations of the Industrial Revolution. Top-ranking scholars from all over the country attend, and outstanding speakers such as George Kennan and Allan Nevins are presented. In addition to the formal program, there are informal interest-group gatherings and exhibits.

AASA REGIONAL MEETING ST. LOUIS, MARCH 11-14

The 1961 regional convention of the American Association of School Administrators will be March 11-14 in St. Louis. The theme chosen by Forrest E. Conner, president, is "Education for the Challenge of Tomorrow."

The following speakers and analysts have been scheduled: Subject: Social anthropology. Speaker: Margaret Mead, associate curator of ethnology, American Museum of Natural History, New York, New York. Analyst: Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tennessee.

Subject: Economics. Speaker: Raymond Vernon, professor of international trade and investment, Graduate School of Business and Administration, Harvard University, Boston, Mass. Analyst: T. M. Stinnett, assistant executive secretary for Professional Development and Welfare and executive secretary of the National Commission on Teacher Education and Professional Standards, NEA, Washington, D. C.

Subject: Political science and government. Speaker: Stephen K. Bailey, professor of political science, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, Syracuse, New York. Analyst: Francis S. Chase, dean, Graduate School of Education, University of Chicago, Chicago, Illinois.

JUNIOR HIGH

(Continued from page 14)

space for at least one-third of the student body.

Recommendation 12: There should be careful coordination in each one of the subject areas in grades K-12.

Recommendation 13: A balanced staff of 50 professionals for 1,000 pupils is the minimum acceptable ratio.

The reasonable limits of teachers' loads are five teaching periods involving 125-150 pupils per day. Physical education teachers can carry a load of 200 pupils a day, whereas English teachers should be responsible for no more than 100 pupils. A professional librarian should be responsible for no more than 750 pupils.

Duties which are peripheral to the main task of teaching should be minimized and constantly re-evaluated. No other duty takes precedence over classroom instruction.

Recommendation 14: The difference between a good school and a poor school is often the difference between a good and a poor principal. To exercise leadership, the principal must have sufficient administrative assistance in the form of assistant principals and clerical help. Generally speaking, a full-time assistant principal at the secondary level should be available for every 750 pupils; a clerk or secretary should be available for every 250 pupils.

This question must be answered: Is the principal forced to spend a considerable fraction of his time doing routine tasks that could be done by either an assistant principal or secretary? If he is, he cannot perform his role as instructional leader; help should be provided.

Dr. Conant's studies are financed by a grant from the Carnegie Corporation of New York.

Recommendations for Education in the Junior High School Years is available from Educational Testing Service, Princeton, New Jersey. Price, 50 cents a copy, or three copies for \$1. It will not be sold elsewhere.

K-12 Curriculum For Social Studies In St. Louis

(Continued from page 19)

The present Missouri Constitution is studied as part of the development of our nation in the period after World War II.

The time allotment for world history, formerly one year, has been extended to a year and a half for all but the low-achieving group. The final semester is designated Contemporary History in the official list of subjects. This course deals with happenings of the twentieth century with emphasis on the part played by the United States in world affairs. Recognizing the difficulties of world history for low-achievers, the committee moved the subject to the twelfth grade where it is required of all students in this group. Because the subject must be handled here along simple lines, only one year is provided. A textbook was found that offers uncluttered treatment and easy reading.

Modern Economics

The committee feels it has produced a really modern curriculum. Because of the state of world affairs, it was thought important that students understand how our economic system works, how it supports our traditional freedoms and how it differs from its world competitors. The new curriculum therefore lists economics as an eleventh-grade required subject for all but the superior and the low-achieving groups. Economics is combined with citizenship in the third year in the sequence for the latter group and with American political history for the former. Therefore, the customary American "problems" or "issues" course has been eliminated, but government and sociology are twelfth-grade electives for all students except low-achievers.

One of the most pressing reasons why the social studies curriculum needed revision was the desire to meet the needs of all pupils within

the schools—those known as gifted, who are identified on entering Grade 5, as well as those who, mentally retarded, usually complete their formal schooling by age 18. Courses of study and textbooks commensurate with the abilities of the various groups have been provided. It is possible for the superior student in the secondary school to complete an advanced course in Western Civilization and upon examination be given advanced placement in the local colleges and universities. The course is being given this year on television by Dr. Samuel A. Johnson, professor of history at Harris Teachers College in St. Louis.

Low-Achievement Sequence

The low-achievement sequence is a solid four years of required subjects—United States history, geography, citizenship and applied economics and world history. The committee, in recommending so rigid a scheme, took into account the fact that students in this group are not qualified for advanced work in science, mathematics and foreign languages but do need the orientation that the social studies can give. The placing of citizenship is strategic, for in the third year the course can be given a substantial character not possible with slow-learning students in the ninth grade, the usual place for citizenship. Our course deals with the good citizen and his government, his community and his economic life in detail that would be formidable in earlier grades. For mentally retarded children, the new curriculum provides courses emphasizing the responsibilities of citizens.

The committee did not finish the year's work feeling there was no more to do. Although the teacher-members have returned to the classroom, they are meeting with the consultants for a half day each month to examine new materials and discuss new needs. The present curriculum organization provides for this implementation of the doctrine that curriculum revision is a continuing process.

ITEMS OF INTEREST

Dr. Anita Aldrich, Director of Elementary and High School Girls' Physical Education in Kansas City, has been elected an "Honor-Fellow" by the National Association of Health, Physical Education and Recreation. The October issue of the "Journal of Health, Physical Education and Recreation" carried a biographical sketch and a picture of Dr. Aldrich.

Daniel J. Allen of Shelton College, Ringwood, New Jersey has joined the faculty of the Southwest Baptist College at Bolivar as music instructor.

Harold Anderson has resigned as president of the Clay-Platte Elementary Principals to assume duties as a curriculum coordinator in Wisconsin.

Bob Clark, Platte City, is now president of the group.

Eugene S. Briggs, a former Missourian, will retire as president of Phillips University in Tulsa, Oklahoma Feb. 1. He has held his present position since 1938.

Jean Cleeton, elementary teacher at Green City, resigned Nov. 18 due to ill health. **Deloris Maxey** has been appointed to succeed Miss Cleeton.

Mrs. Bob Johnson has been employed to teach speech correction at Boonville.

M. G. Kelsker, superintendent of the Butler schools, reports this system is participating in the International Teacher Education Program by acting as host to one of our ten foreign teachers from Jan. 25 to Feb. 9. During this time **Mr. Chusaeri** from Indonesia will visit the Butler schools.

Margaret Lindsay, a member of the home economics faculty at Lindenwood College, has accepted an exchange professorship to teach clothing next semester at Bishop Otter College at Chichester, Sussex, England. **Elizabeth Chesters** of Bishop Otter will teach at Lindenwood.

E. M. McKee, superintendent of the Potosi school, reports 56 Special Education instructors and school administrators from an eight-county area met in Potosi, Oct. 21, to attend a meeting sponsored by the Section of Special Education of the State Department of Education.

Mr. and Mrs. Neal Neff, Cabool, served as consultants at the annual meeting of the elementary principals and supervisors of Southern Minnesota Oct. 8 in Albert Lea. **Mr. Neff**

spoke on elementary organization and administration with emphasis on the continuous plan of pupil progress at Cabool.

Lee Neill of Purdy has been appointed English teacher in the Monett high school. He began his duties about Dec. 1.

R. V. Shinkle, superintendent of the Drexel schools, reports their new \$170,000 building containing six classrooms, lunch facilities, office suite, health room and library-study hall is nearing completion.

Mabel A. Swindel, superintendent of the Ripley County schools, reports all of the districts in this county except one have enrolled 100 per cent in the Missouri State Teachers Association, National Education Association and local association.

Henry A. White, superintendent of the Piedmont system, has announced new buildings completed at Mill Spring, Patterson and Piedmont. The system annexed four schools during the last year.

NATIONAL GOALS COMMISSION SUGGESTS EDUCATION FUNDS BE DOUBLED

President Eisenhower's national goals commission has recommended improvement in American education at a cost that in 1970 will be double the present public and private outlay.

In its detailed plan on education the commission agreed that small and inefficient school districts should be consolidated, that every state should have a high-level board of education, that two-year colleges should be within commuting distance of most high school graduates and the graduate-school capacity must be approximately doubled.

BLACK JACK DISTRICT VOTES TO JOIN ST. CHARLES SYSTEM

C. Fred Hollenbeck, superintendent, St. Charles County schools, reports that the last of 76 three-director school districts in the county has approved annexation to the St. Charles city schools.

Patrons of Black Jack School District No. 33 met Nov. 5 to vote on the proposed annexation.

The principal and first grade teacher, "Miss Willie" M. Harris, has spent 40 of her 51 years as a teacher at the Black Jack School.

PARENT EDUCATION SERIES SPONSORED

Early in this school year Cabool held a Parent Education Series once per week for four nights.

The series, called "Your Child's School Today," dealt with school philosophy, teaching methods, reporting and other appropriate areas.

EDUCATIONAL SECRETARIES TO MEET MARCH 3-4

The Missouri Association of Educational Secretaries will hold its annual workshop March 3 and 4, 1961 at the Missouri School for the Blind in St. Louis. The secretaries will have an opportunity to observe the students in classroom activities and in individual performances.

Speakers for the general session will be Dr. Merle T. Welshans and Dr. Herbert Metz, both of Washington University. The Saturday session will be divided into groups on Administrative Offices, Finance, Special Services, Elementary Schools and Secondary Schools. Secretaries thus will be able to discuss and help solve problems peculiar to their area of operation.

Jean Fritsche of Normandy is MAES president, and **Janet Thursby** of Kirkwood is general chairman of the workshop.

MENTAL HEALTH WORKSHOP HELD AT ST. JOSEPH

St. Joseph teachers participated in a three-session workshop on Mental Health in October.

Dr. Addison M. Duval, Director of Mental Diseases in Missouri, spoke on "Good Mental Health in the Classroom" at the first general meeting.

At the two evening sessions the next week the teachers divided into groups for kindergarten to grade three, grades three to eight and for high school and junior college. Psychiatrists and clinical psychologists from Kansas City, St. Joseph and Jefferson City led discussions. Teachers studied ways of dealing with children as individuals and helping them solve their problems.

Ralph Wilkinson, St. Joseph MST A president, **Robert Skaith**, CTA president, and **Frank Baker**, president of the St. Joseph Mental Health Association, cooperated in setting up the workshop with **Warren Letts**, chairman of a special MHA Educator's Workshop Committee, **Mrs. H. D. Walters**, MHA executive secretary, and **George H. Hash**, chairman of planning for the workshop.



Missourians at the Third National Salary School sponsored by the Office of Professional Development and Welfare of the NEA Oct. 31-Nov. 2 in Washington, D. C. shown with two NEA Salary Consultants are (left to right): (Standing) Robert McLain, NEA Salary Consultant; Clarence W. Farnham, Supt. of Schools, Parkway; Harold L. Lickey, Music teacher, Marshall; (seated) Buena Stolberg, president, NEA Department of Classroom Teachers from Webster Groves; Erwin L. Coons, NEA Salary Consultant. Approximately 130 educators, representing the 50 states and Puerto Rico, attended the three-day course on ways of setting up and operating salary schedules for teachers.

TARKIO COLLEGE SNEA HONORS F. L. KELLER

Forty-five students at Tarkio College have organized the Fred L. Keller chapter of the Student National Education Association, reports William N. Robinson, sponsor.

The chapter was named in honor of Mr. Keller, who has been head of the Department of Education at the college since 1944. Mr. Keller is a past president of the Northwest Missouri Teachers Association and of the Knights of the Hickory Stick and has been active in MSTA and NEA activities.

COMMUNICATION MEDIA AND THE SCHOOL

The Year Book of Education, 1960, "Communication Media and the School," offers an international survey for teachers and administrators and for curriculum and audio-visual specialists.

The symposium, under the auspices of Teachers College of Columbia University and the University of London Institute of Education, traces the history of communication from cave paintings to teaching machines. The year book considers educational television, language laboratories, radios, tape recorders and film.

Copies of the 592-page book are available from World Book Company, Tarrytown-on-Hudson, New York. Price, \$8.50.

Nobel Awards

(Continued from page 29)

agree on a novel, a book of non-fiction, two plays, or five short stories by an award winner, or a biography of a winner. The choice is wide, and the reports are usually written. Poets and poetry are undeservedly slighted, it must be noted.

Reports

When the group projects are well along, a schedule is made for one or two reports a week. As many students are now also reading their individual books, the discussion or question period following the planned presentation is often quite lively. The most varied learning comes not from the talks on literary figures, but from those on the winners in science and peace. Once a group of three boys interested in physics undertook to find out just what were the discoveries for which awards had been made in that field. Their paper was a real gem of research. Another time, a group investigating the science winners living in our own city, St. Louis—there were then five—wrote a letter to each one expressing pride in having such a distinguished group of fellow-citizens and asking what problems the recipients were currently engaged in solving. (For this, the whole class reviewed the form and wording of business letters.) The answers, some in great detail, became a prominent feature of our wall display.

Most classes meet the term, "Nansen Passport" for the first time, and they learn that helping solve the economic and nutrition problems of the world, as did George Marshall and Lord Boyd Orr, or curing the illnesses of primitive Africans, as does Albert Schweitzer, or finding homes for war refugees, as does Father Pire, aids the cause of peace as much as settling the conflict in Palestine or the Russo-Japanese War, for which Ralph Bunche and Theodore Roosevelt were honored.

Wall Display

The wall display always needs

plenty of space. Starting with my own collection of portraits, it acquires clippings, pictures from magazines, items from church publications, even comic strips and cartoons. Usually a group not especially fond of reading will undertake to investigate the nationality of the winners. Statistics are of interest to many people, and graphs make good displays. Bar graphs can show how many winners in each field each country has had. Outline maps can show the same thing, as well as contribute to the students' often vague knowledge of place geography. Once we had a huge world map with each country that had produced winners labeled, the number of winners was written in black on a paper of a different color for each field.

If we have a Nobel Awards project again this year, I am fairly confident the name of Nikita Khrushchev will not have to be added to the group of winners of the Peace Award, no matter what his own private hopes may be. It is possible, though, that he might change his policies, and really *earn* the award some time in the future. But I do think we might give more attention to the poets; perhaps a group could prepare a program about Kipling, using some recent recordings of his poems, both recited and sung.

NEOSHO OBSERVES 'BOB ANDERSON DAY'

R. W. Anderson, superintendent of schools in Neosho, was honored by civic groups Oct. 21. Mr. Anderson, is in his 23rd year at Neosho.

As a part of "Bob Anderson Day" the high school stadium was named in his honor at the homecoming celebration.

CLASS SCHEDULING

Mayme W. Brown, ninth grade English teacher at Poplar Bluff, has passed along a student's idea on class scheduling.

Lyndel Porterfield suggests in an English theme that it might be advisable to spend a full day in each class rather than 55 minutes five times a week. In this way discussions could continue while interest and enthusiasm are high rather than cutting them off when the bell rings to be resumed another day.

MISSOURI HANDBOOK ON COLLEGES TO AID GUIDANCE COUNSELORS

Guidance counselors and high school students will welcome the comprehensive data about Missouri colleges and universities which are collected for the first time in the "Missouri College Handbook."

Issued by the Guidance Services of the State Department of Education, the 113-page book describes individual schools, requirements, degrees offered, facilities and enrollments.

The handbook, edited by Dr. Inks Franklin, assistant executive secretary, MSTa, has been prepared as an information source for counselors and advisors. It is designed to help them guide young people in deciding about college attendance and in selecting an appropriate college. It serves as a handy reference to the accredited junior and senior colleges and universities in Missouri; courses in which students may obtain a four-year major; degrees, certificates, awards and professional courses; and schools offering ROTC programs.

The State Department of Education is distributing the handbook to high schools, and the publication is available to participating colleges from the University of Missouri.

Information on student loans and work opportunities includes the number of loans, amounts of the loans, interest rates, terms of repayment, security requirements and grade requirements and the number of jobs for boys and for girls, hours per week, pay per hour, week and year and grade requirements for jobholders.

There are 43 Missouri colleges and universities cross-indexed by classification, curricular offerings for four-year majors, degrees, certificates, diplomas, preprofessional courses, combined or cooperative programs and special programs.

Detailed schedules of college days and/or nights in high schools are included. Suggestions are made for pre-counseling, actual planning and conducting of college days. A calendar showing when such programs are to be held during this school year in high schools in Missouri is provided. College days programs are scheduled through the High School-College Relations Committee.

The handbook was compiled by the following members of the High School-College Relations Committee: Byron Zude, principal, Center high school, Kansas City, chairman; Neil Freeland, Assistant Director of Admissions, University of Missouri, secretary-treasurer; Dr. Richard Ball, principal, Westport high school, Kansas City; Morris Blitz, Director of

Guidance, Normandy high school; Homer Bolen, Director, Secondary School Supervision, State Department of Education; G. D. Brantley, principal, Sumner high school, St. Louis; Dr. Charles Cooper, Director of Guidance Services, State Department of Education; Mac Coverdell, superintendent, Bowling Green; Dr. Ruie Doolin, superintendent, North Kansas City; Dr. Robert Foster, Administrative Dean, Northwest Missouri State College; Dr. Inks Franklin, editor, "School and Community," MSTa; Elizabeth Halpin, Director of Admissions, Webster College, Webster Groves; Dr. Oren Hammond, Director of Guidance Services, Kansas City; Stanley Hayden, Admissions Counselor, William Jewell College; W. E. Kettelkamp, assistant principal, University City high school; Dr. C. W. McLane, Director of Admissions, University of Missouri; Larry Miller, Director of Admissions, William Woods College; Ruth Norris, Counselor, Paseo high school, Kansas City; Ellis Rainey, principal, Lebanon high school; Leo Sweeney, Registrar and Director of Admissions, University of Kansas City; Ralph B. Tynes, superintendent, Festus; Dr. H. Pat Wardlaw, Assistant State Commissioner of Education.

PARENT PRAISES TEACHER'S WORK

A grateful parent of a first grade boy in the South Nodaway R-IV Schools at Barnard wrote the letter reproduced below thanking his teacher for her influence and contribution to the child's life.

The letter, forwarded by William K. Ray, superintendent, recognizes the important role and responsibility of teachers in molding young lives. "Remembrances of this kind," said Mr. Ray, "serve as added incentive to teachers in the profession. They might be referred to as 'fringe benefits.'"

The letter is as follows:

"As this year draws to a close, I have been thinking how important it truly has been to my son who is in the first grade. I realize this is the most important year of his education.

"I feel that you have been more than an instructor in books. As he started to school last fall, not knowing you, I wondered: Will she be fair? Will she watch that he doesn't get hurt? Will she dislike him? and many other things that we mothers sometimes wonder about. But soon I realized that I need not have worried. I believe you are, as my son so ably said, 'my teacher is like a mother to us.' As I think of first graders' untied shoes, lost articles, and the many other details you see about I know God has surely been with you and you also have worked with God.

"I believe because of you my son

has improved in many ways, not all in books. He has learned to love and trust you and to respect your opinions (this you can't make a first grader do). I am glad you are the kind of person who has high ideals. Without these good qualities, his first year could be a very discouraging part of his school years.

"Good manners, health habits, fair play, honesty and many other things I have tried to teach my son. As I visited school, I realized these qualities are not all gained at home. I can see how you have also been teaching these things and how it shows in your well-ordered room and in the life of my growing son.

"Lincoln paid a great tribute to his mother. I as a mother of one of your first graders wish to pay one to you, too. I feel you can surely claim part of any success my son has in life.

"I know it isn't possible for a teacher to please everyone, but I know many other parents share the same feeling we do. Our children need to be supervised at home as well as school.

"Thanks for your help in his first year of school. I'm sure it is one of the important ones.

"May God bless you as a teacher, as you seek to instruct others."

Signed, "A grateful parent."

NEA PUBLICATIONS FEATURE PROFESSIONAL TOPICS

Contemporary Issues in Elementary Education identifies characteristics of elementary education and illustrates their bearing on current practices and proposed changes. Issues treated in the study include homework, pupil placement, identification and education of the gifted, reading and teaching of foreign languages. Price, 35c.

Invitation to Teaching, a teacher recruitment booklet, emphasizes new trends in teacher education and in certification requirements. Also covered are scholarships and other financial matters, job opportunities and helpful information concerning the selection of a good accredited college. FTA and Student NEA members will receive one copy free. Price, 25c.

Profiles for the '60's, an 80-page book in two colors, is designed to help strengthen local associations. "These have worked," is descriptive of the detailed activities and projects suggested in the book in such areas as orientation of teachers, public relations, state and federal legislative relations. Single copy free.

Teaching Machines and Programmed Learning: A Source Book, collects basic papers on automated teaching and "programmed" individual instruction. The 736-page book is edited by A. A. Lumsdaine of the University of California at Los Angeles and Robert Glaser of the University of Pittsburgh. October publication date. Single copy, \$7.50.

Understanding Intergroup Relations is one of the "What Research Says to the Teacher" series. It considers the basic concepts in intergroup relations of particular significance to the school and guidelines to practice in intergroup education. Price, 25c.

New Horizons in Teacher Education and Professional Standards is a preliminary report of major recommendations and proposals for action in the field of teacher preparation and performance. Two assumptions, says the report, indicate new goals and new operational procedures for the NCTEPS: Emphasis in the future should cluster around implementing the concept of autonomy for the profession. Price, 25c.

The Economic Status of Teachers presents statistics showing that, in comparison with other professions requiring college training, the earnings of teachers are less than half that of others. Mean or average earnings of teachers for 1958 are given as \$5,059; for the 17 other professions, \$10,697. There has been only a small advance in the economic status of teachers since NEA began this series of studies 15 years ago. Price, 75c.

New BOOKS

Learn to Listen, Speak, and Write, Teacher's Edition, by Marion Monroe, Ralph G. Nichols, W. Cabell Greet and William S. Gray, Scott Foresman and Company, 433 East Erie Street, Chicago 11, Illinois. 200 pages, \$1.20. Pupils' Edition also available.

School Health Practice, by C. L. Anderson, The C. V. Mosby Company, 3207 Washington Boulevard, St. Louis 3, Missouri. 530 pages, \$6.00.

Junior English in Action, seventh edition, D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts: Book 1 by J. C. Tressler, Henry I. Christ, Marguerite B. Shelmadine and Muriel M. Paige, 466 pages, \$3.48; Book 2 by J. C. Tressler, Henry I. Christ and Marguerite B. Shelmadine, 466 pages, \$3.48; Book 3 by J. C. Tressler and Henry I. Christ, 500 pages, \$3.60. Teacher's Edition available for each at same price.

About All of Us, Book Six of the Basic Health and Safety Program, by Helen Shacter, W. W. Bauer, M.D., Wallace Ann Wesley and Elenore T. Pounds, Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois. Teacher's Edition, 288 pages.

In All Our States by Paul R. Hanna, Clyde F. Kohn, Helen F. Wise and Robert A. Lively, Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois. Teacher's Edition, 288 pages.

People to Remember, adapted by Gertrude Moderow, Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois. 296 pages.

The Mystery of Edison Brown by Elizabeth Rider Montgomery, Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois. 218 pages.

Inner Conflict and Defense, by Daniel R. Miller and Guy E. Swanson, Henry Holt and Company, Inc., 383 Madison Ave., New York 17, N. Y., 1960. 452 pages. Price, \$6.95.

Teaching Primary Reading, by Dr. Edward William Dolch, The Garrard Press, 510 North Hickory St., Champaign, Ill., 1960. 429 pages.

Vocational Education for Rural America, Yearbook 1958-59, Department of Rural Education of the National Education Association, 1201 Sixteenth St. N.W., Washington 6, D. C., 1959. 354 pages. Price, \$4.00.

Civic Education in the United States and 1958-59 Supplement to, A Directory of Organizations that can give assistance in teaching civic education. Civic Education in the United States compiled by Robert Horwitz and Carl Tjerandsen and the Staff of The University of Chicago Committee on Education for American Citizenship, The Printing Department, The University of Chicago, Chicago, Illinois, 1954. 209 pages. Supplement compiled by Robert Horwitz and Carl Tjerandsen and the Staff of the Citizenship Education Program, Michigan State University, 1958. 129 pages.

From Adventure to Experience Through Art, by Pauline Wright

Kagan, Howard Chandler, Publisher, 660 Market Street, San Francisco 4, California, 1959. 80 pages. Price, \$2.25.

BIG YEAR ON TV FOR EDUCATION

Television networks plan to devote \$22 million of prime viewing time and spend millions more on production of educational and informational programs this year. This is an increase in time devoted to education to 190 hours from a total 84 hours last year.

Some network shows will be aired in 60-minute periods three weeks out of four during a month with the local affiliates producing a half-hour tie-in show for the fourth week.

Some of the programs scheduled are the following: NBC-TV, "Our Nation's Future" debates, six programs of a "White Paper" project and a monthly hour-long series, "The World of Huntley and Brinkley"; ABC-TV, a series of 15 special documentaries on "Close-Up"; CBS-TV, a 52-week "Eyewitness to History" series and expanded "CBS Reports."

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TEACH IN GUAM

Teachers interested in teaching in the Territory of Guam starting August 24, 1961 are invited to apply immediately. Enrollment is approximately 14,000 in the public school system of 20 elementary schools, 2 junior high, and 2 junior-senior high schools.

QUALIFICATIONS: Bachelor's degree and valid teaching certificate in subjects or grades you wish to teach. Preference given to those with teaching experience. Higher level positions require additional education and experience. All secondary school teachers must meet North-Central requirements.

CONDITIONS: Must sign two-year contract. Furnished housing provided at reasonable rates. Transportation to and from place of recruitment and shipment of some household goods provided at government expense. Navy Clearance and health certificate necessary for entry to Guam.

ADDED OPPORTUNITY: Employment on Guam offers opportunity for Round-the-World travel at extremely low cost. For further information and application forms write: (regular U. S. Air Mail)

Mr. John R. Trace
Director of Education
Government of Guam
Agana, Guam, M. I.

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Make _____ Year _____

Cyl. _____ Model _____
(Savoy, Bel Air, Custom)

Body Type _____
(2 Dr., Hardtop)

Any Male drivers under 21? _____

Over 65? _____ Any physical im-
pairments? _____

What percent do male drivers
under 21 use auto? _____

Do you or your spouse use car in
occupation other than to and from

work? _____ Married? _____

Involved in serious accident in last
five years? _____ Has auto in-
surance ever been cancelled or re-
fused you or any of your house-

hold? _____

Name _____

School _____

Home address _____

Current M.S.T.A. member _____

CTA GIVES BOAT TO BUNKER HILL

The Grandview Community Teachers Association last summer presented to Bunker Hill a new aluminum boat with paddles.

This gift was brought to the ranch by the Grandview CTA president, John Crockett, Dr. E. Harlin Staires, superintendent of schools and James W. Chrisman, high school principal.

This much appreciated gift was in use constantly during the summer season.

NEVADA ADOPTS NEW PROGRAM OF DRIVER EDUCATION

Students at Nevada high school do not schedule a special period for driver education now. The course has been incorporated into the physical education program to conserve student time and provide each student with an opportunity to take the class.

Superintendent C. H. Jones, Jr. said, "High school driver education must meet the standards of the American Automobile Association which require students to complete 90 hours of instruction. However, this should not interfere with the regular academic program."

Mr. Jones added that driver training is most effective if offered before the student gets a driver's license.

The program at Nevada is offered to sophomores during the semester in which they reach their 16th birthdays. For one semester, all students take driver education instead of physical education. No school credit is given for driver training except as a part of the regular health and safety courses.

EUROPEANS STRESS LANGUAGE EARLY

Foreign language study is begun in the fifth grade in European schools and five or more 50-minute periods are allotted to this study per week.

Professor Gilbert C. Kettelkamp, University of Illinois, College of Education, gathered the above information and other pertinent data on a recent trip to Europe on sabbatical leave.

At the end of the fourth grade European students are put into classes according to ability, with only top level students permitted to undertake work leading toward advanced academic training.

European educators, Prof. Kettelkamp found, have adopted the philosophy that it takes time to begin a language and that a strong start does much to insure later success.

When foreign languages are offered in American elementary school the time allowed per week may be as little as 20 minutes because it must be assimilated into an already full school day or offered in after-school hours. Foreign language study in American schools has traditionally begun in high school.



Dr. Donald Drummond (center), associate professor of English at the University of Missouri, discusses plans for a national TV series on college teachers and their contributions to education, with Russell M. Cooper (left), dean, College of Liberal Arts at the University of South Florida, and Wiley F. Hance, manager of Public Affairs for the American Broadcasting Company. Dr. Drummond is a member of the nine-man Committee on Teaching in Colleges and Universities of the Association for Higher Education which met Nov. 11-12 in Chicago to plan program details. The "Meet the Professor" series, scheduled to open Jan. 29, is being produced in cooperation with the NEA and AHE.

NEW LEARNING RESOURCES INSTITUTE ESTABLISHED

The Learning Resources Institute, a non-profit corporation dedicated to improved modern communications, has been formed.

To conduct this work, the Institute has undertaken the following functions:

To explore more effective ways by which teachers and students can achieve higher educational quality through use of the several learning resources—learning machines, films, electronic devices, textbooks, syllabi, radio and television of instructional materials.

To discover new needs for and approaches to the development and uses of the full capacity of each learning resource.

To provide a national and international information, production and demonstration center on the improved use of learning resources.

To facilitate the systematic development of new media and research on their possible contributions to the learning process.

To provide consultation, on request, in the planning, use and evaluation of the several learning resources by school, college and adult education agencies.

To provide a means for cooperation among the several national scholarly, scientific, educational organizations and other interested persons on the development, distribution and use of learning resources.

The Institute maintains offices at 680 Fifth Ave., New York 19, N. Y.



Hubert Wheeler, State Commissioner of Education, watches as Dr. Warren C. Lovinger, CMSC president, congratulates Harold Lickey on his award.

HAROLD LICKEY RECEIVES AWARD FROM CMSC

Harold Lickey, music instructor at Marshall, received the first Distinguished Service to Education Award granted by Central Missouri State College November 8. Dr. Warren C. Lovinger, president, presented the award.

Mr. Lickey, who graduated from the University of Missouri with a B.S. and an M.S. in education, is in his 30th year at Marshall. In 1933 he started Marshall's first orchestra, and a band was begun after school hours in 1938.

Mr. Lickey was president of the MSTA Department of Classroom Teachers in 1951 and State MSTA President in 1955. He was an NEA Director for Missouri for the past three years.

DEATHS

CECIL J. HOGAN, Superintendent of the Wheeling system for the past four years, died November 10.

ERMA LEE BRADEN RUTT, 53, of Tina, died Nov. 11. She formerly taught in the Tina school system for several years.

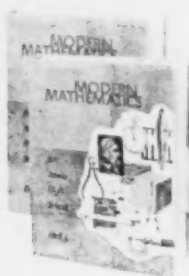
MARY E. SMITH, an elementary teacher in and around Hannibal for 37 years, died October 26. She was principal of Washington school in Hannibal for 24 years before her retirement in 1947.

THERESA TATE, 34, teacher at the Farragut schools, St. Louis, was killed in St. Louis November 24 by a hit-and-run driver.

OLIN R. TRIPP, 59, vocational agriculture instructor at Aurora high school since 1932, died November 10 of cancer.

"The Aurora Advertiser" on its front page used nearly three columns of space in reviewing the many contributions Mr. Tripp had made to his profession and the community and state in which he worked.

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for your able junior high students



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QUICKEST WAY TO LEARN**

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CRAFT MOVIES

REVISED TRANSPORTATION RECORDS

Our TRANSPORTATION RECORD FOR MISSOURI SCHOOLS has been revised to conform with current Laws of Missouri relating to School Bus Transportation. The record also has been enlarged to 64 pages, providing space for recording 285 school passengers together with schedules for 6 buses, records for bus operation expenses, pertinent excerpts from Laws of Missouri and copies of forms required by the State Board of Education. The attendance record contains 5 weeks per month so that attendance can be kept on either a school month or calendar month basis.

Other TRANSPORTATION RECORDS available include Missouri Concise Transportation Record for use of teacher as room transportation record, Drivers Daily Absentee Report, Monthly Transportation Report, Voucher Jackets and Files.

MODEL PUBLISHING AND SCHOOL SUPPLY CO.

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St. Louis 12, Mo.

Member of N.S.S.E.A.

GUIDANCE AND LIBRARIES

"Librarians and Counselors Work Together" is an eight-page pamphlet for implementing an effective guidance program in schools.

Prepared by the American School Counselor Association and the American Association of School Librarians, it is available through the courtesy of the Field Enterprises Educational Corp.

Write for free copies to the American Association of School Librarians, 50 East Huron Street, Chicago 11, Ill., or American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington 9, D. C.

SUMMER STUDY IN LATIN AMERICA

Information on college summer sessions and educational tours in Latin America is contained in the 1960 edition of "Opportunities for Summer Study in Latin America."

The booklet gives details on more than 40 colleges and universities which offer such summer sessions. It tells about admission, fees, lodging, courses, credits, study trips, work projects, student vacation tours and international living programs.

Copies may be obtained for 25 cents from the Pan American Union, Washington 6, D. C.



**your lamps can be
beautiful and
give good light...**

While lamps can be attractive, their *first* job is to give adequate lighting. Well designed lamps provide two things—the right *amount* of light and proper light *diffusion* to avoid glare and shadows.

The room above has met these requirements in an interesting arrangement. Diffused light from the recessed ceiling fixtures over the all-electric kitchen area provides *general* illumination, while the pull-down lamp gives ample *local* light for dining. Built-in spots in the ceiling, plus decorative lamps and wall panels (shown in the background), add a dramatic touch to highlight draperies and indoor plantings.

It's just one more example of how modern lamps combine smart decoration with good light!



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May 19, 1960

M S T A Sickness, Accident
and Hospitalization Insurance
Columbia, Missouri

Dear Sirs:

I wish sincerely to thank the M S T A Group Insurance Association for the prompt and adequate check sent me on March 12 and May 14th.

I am sorry that since my retirement May, 1959, I have to use the policy at all; but it is indeed a satisfaction to have it and to know that I am so well treated.

With sincere gratitude,

Yours truly,
(Mrs.) Helen S. Morris

MISSOURIANS LISTED AMONG NEA FOUNDERS

Three Missourians are listed as charter members of the National Teachers' Associations, now the National Education Association. They are C. S. Pennell, E. W. Whelan and W. T. Lucky.

Lucky was one of the presidents of state associations who on May 15, 1857, addressed a call, "To the Teachers of the United States," inviting their attendance at a meeting in Philadelphia, August 26, 1857.

Whelan was elected one of the vice-presidents of the newly-formed association at the 1857 meeting. Lucky was elected a counselor. Pennell, who was from St. Louis, is included in a special section in "Founders of the National Education Association," a manuscript by Albert C. Norton.

PAMPHLET DISCUSSES RETARDED CHILDREN AND THEIR SCHOOLING

Are there schools for the mentally retarded child? What can he be expected to learn in school? How is he taught? These and other questions are answered in a new pamphlet, "The Retarded Child Goes to School."

Attention in the pamphlet is focused on the more general aspects of the problems of what retarded children are like educationally, what their educational needs are and how the schools are attempting to meet the challenge.

The pamphlet also discusses preparing a retarded child for school and the child's other needs besides education.

Copies of the pamphlet may be ordered from the United States Government Printing Office, Washington 25, D. C., for 15 cents each.



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protection for so little!

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FOREIGN LANGUAGES IN THE EARLY GRADES

Children should begin the study of foreign languages while their imitative abilities are high, says a new National Education Association report by the Project on the Academically Talented Student. By starting not later than the third grade, students may continue in "an uninterrupted sequence for 10 years."

The 96-page report, *Modern Foreign Languages and the Academically Talented Student*, stresses personal communication. Hearing and speaking the new languages should come first with reading and writing added later.

Copies may be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price \$1.

NEW YEARBOOK EXAMINES SOCIAL STUDIES TEACHING

"Citizenship and A Free Society: Education for the Future," the new yearbook of the National Council for the Social Studies, predicts profound changes in the teaching of social studies in the years ahead.

The authors foresee much greater flexibility in the high school schedule and a new flexibility in the school year.

Education has become the "growth

industry" in the American economy and will become, within perhaps 10 years, certainly within 20, its largest employer, one of the yearbook's contributors asserts.

Copies may be ordered for \$4 each paper-bound and \$5 clothbound from the National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C.

SEVEN-STATE STUDY OF SCIENCE COURSES

The Research Foundation of the University of Toledo conducted a survey of "Facilities and Equipment Available for Teaching Science in Public High Schools, 1958-1959."

The study was done in conjunction with the U.S. Office of Education. It was concerned with the scope of enrollment in science courses, the adequacy of classrooms and equipment and the relation of school size to a good science program. Participating states were North Dakota, Illinois, Wisconsin, Ohio, Massachusetts, South Carolina and Florida.

The study findings are contained in a 71-page report published by the Research Foundation in Toledo.

HIGHER EDUCATION FILM

The crisis in higher education, today and in the future, is described in the new 17½-minute film, "Education Is Everybody's Business."

The animated 16 mm color and sound film is available for free loan. Dramatic changes that have taken place in America's social and economic life since the turn of the century are depicted in the film. The problems that education will face in the coming decade are projected and various solutions to these problems are suggested.

Prints may be borrowed loan from Association Films' distribution, Broad at Elm, LaGrange, Ill.

N. Y. STATE RAISES MINIMUM REQUIREMENTS

The requirements for beginning and provisional certificates to teach in the high schools of New York State have been raised.

Dr. James E. Allen, Jr., State Commissioner of Education, announced Aug. 26 that the state Board of Regents has approved the new requirements after two years of extensive study.

The number of semester hours of credit required will be increased as follows: to teach English, an increase from 24 to 36 semester hours; foreign language, from 12 to 24 semester hours; mathematics, from 9 to 18 semester hours; science, from 21 to 42 semester hours; and social studies, from 24 to 36 semester hours.

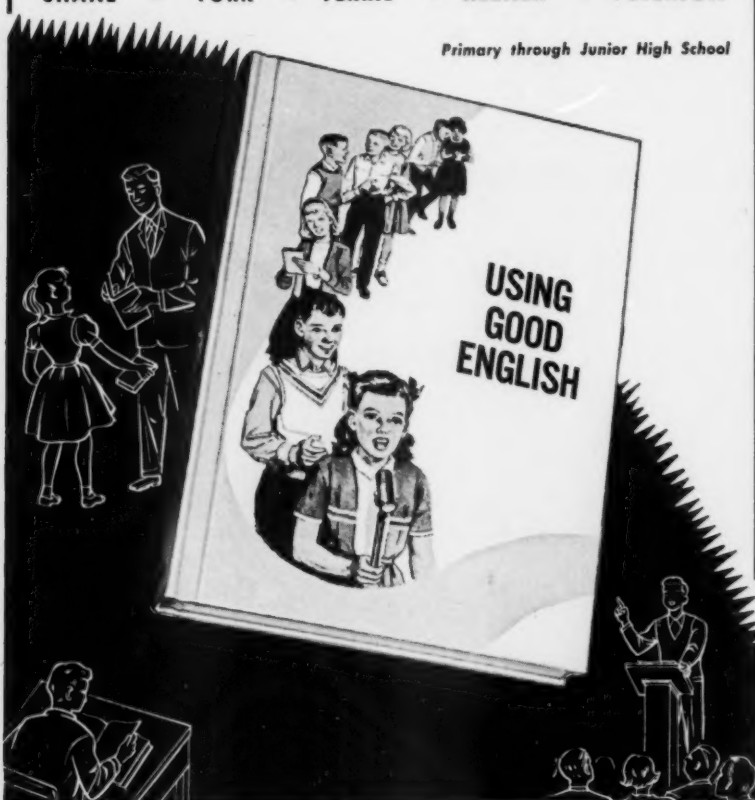
Under the new standard, holders of provisional certificates will have five years in which to complete a fifth year of advanced study leading to a permanent certificate.

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READ

NATIONAL LIBRARY WEEK, APR. 16-22 1961

LIBRARY WEEK KIT

Materials for the observance of National Library Week April 16-22, 1961 carry out the theme "For a richer, fuller life—Read!"

The School Kit for the fourth nationwide Library Week includes a 17" x 22" color poster, a mobile, a decorative streamer, 50 bookmarks, a supplementary guide to "Activities for Youth—in School and in the Community," a reprint of program suggestions for Parent-Teachers Associations to be issued by the National Reading and Library Chairman of the NCPT.

Cost of the kit is \$1, and the deadline for orders is March 31. Address requests to: School Kit, National Library Week, P. O. Box 365, Midtown Branch, New York 18, N. Y.

FUTURE SCIENTISTS

Iowa City was the launching site recently for a new national science program designed to build a reserve of superior scientists from among students now in high school.

James Van Allen, renowned physicist and discoverer of the Van Allen radiation belt, got the project off the ground officially when he received an inaugural membership charter in a new organization, the "Future Scientists of America" at the University of Iowa's Laboratory high school. Similar inaugural ceremonies were held during the week in 50 schools in 26 states. These represent the first 50 of 400 schools which have applied for charters.

"Future Scientists of America" is an organization conceived and administered by the National Science Teachers Association. Its aim is to find and develop youngsters who will actually become scientists, rather than simply to provide a center for "scientific gadgetry." Eventually the movement is expected to reach the 136,000 science and mathematics teachers of the country, and through them, science-minded students in some 25,000 high schools.

Two Missouri schools were among

the inaugural chapters. Chaffe high school has 75 students participating. Charles A. Goddard is sponsor. Sister M. Hermias Mennemeyer, S.S.N.D., sponsors the chapter at St. Francis Borgia high school in Washington where 128 students are participating.

INDUSTRIAL EDUCATORS RATE COMPETENCIES

A valuable aid in evaluating programs for the preparation of trade and industrial teachers is the Office of Education publication, "Teacher

Competencies in Trade and Industrial Education."

Dr. H. H. London of the University of Missouri and Merton Wheeler, Missouri State Department of Education, contributed to the bulletin. Teachers and supervisors of trade and industrial subjects ranked a list of 107 important teacher competencies.

The 64-page book is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 30 cents.

VALENTINE MAILING SERVICE

Here's idea gleaned from the Colorado School Journal 1961
in article by Jean Hunt Goudy, Loveland, Colorado teacher

For teachers and all ages of youngsters who want to "add a romantic touch" to their valentines, the post office at Loveland, Colorado postmarks any valentine sent to it in time to remail by February 9 or 10.

Besides, the Chamber of Commerce with volunteer helpers and students from the Future Busi-

ness Leaders of America Club at Loveland High School stamps your valentines with a red design of Cupid and verse.

One year Cupid wore boots and a ten gallon hat.

There's no charge for this remailing service. Just see that valentines (letters or packages) are properly addressed, have sufficient postage on them and are mailed under separate cover to Postmaster, Loveland, Colorado.

Young people are sure to enjoy making valentines for parents and grandparents and surprising them by having these sent from Love land, "the Sweetheart Town."

PTA attendance might be sparked for meeting around February 14, by notices mailed from Loveland. Teachers themselves might add fun to invitations for own valentine party.

SUGGESTIONS

Wholesome, delicious

Enjoy the
bright flavor of
Wrigley's Spearmint Gum.
It freshens your taste. And, the
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JANUARY 1961

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NOT ABSENT FROM ILLNESS IN MORE THAN 30 YEARS

Virginia McAdow Osthoff of the West Platte R-2 District in Weston is teaching her thirty-first term of school without having been absent because of illness.

Mrs. Osthoff attended school in Weston and did her undergraduate work at William Jewell College and at Central Missouri State College. She has completed 32 hours of graduate work at the University of Missouri. All her teaching has been in Platte County.

PANOPTICON OF HISTORY

American history is vividly depicted in a 36" x 47" four-color poster, "The Panopticon of American History." The chart contains nearly 100 illustrations of Presidents, state seals and historic United States flags. It is designed to complement "The United States," a two-volume history by Michael Kraus and Foster Rhea Dulles.

The Panopticon and "The United States" are available from the University of Michigan Press, Ann Arbor, Michigan.

TRAVELING SCIENCE TEACHER SCHEDULED FOR CARUTHERSVILLE

The Caruthersville schools will have a four-day workshop with the Traveling Science Teacher program of Oklahoma State University Feb. 13-16. Bransford R. Collier, superintendent of schools, says the visit, financed through a grant from the National Science Foundation, is provided without cost to selected schools.

FACILITIES FOR VOCATIONAL AGRICULTURE

"Buildings, Equipment and Facilities for Vocational Agriculture Education" is a 90-page booklet published by the U. S. Office of Education. It diagrams and illustrates plans for locating, building and developing the department. Planning guides and lists of equipment are also included.

Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 45 cents.

POST-HIGH SCHOOL COOPERATIVE PROGRAMS

The problems and advantages of extending distributive education beyond high school are explored in a new booklet on "Post-High School Cooperative Programs."

Such programs are conducted in community colleges, area vocational and technical schools and divisions of universities and colleges. They provide more specialization for persons past high school whose jobs require age maturity and particular training.

Consideration is given the levels of employment for which training is provided as well as the specific businesses and occupations included.

Published by the U. S. Department of Health, Education and Welfare, the booklet is available for 15 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

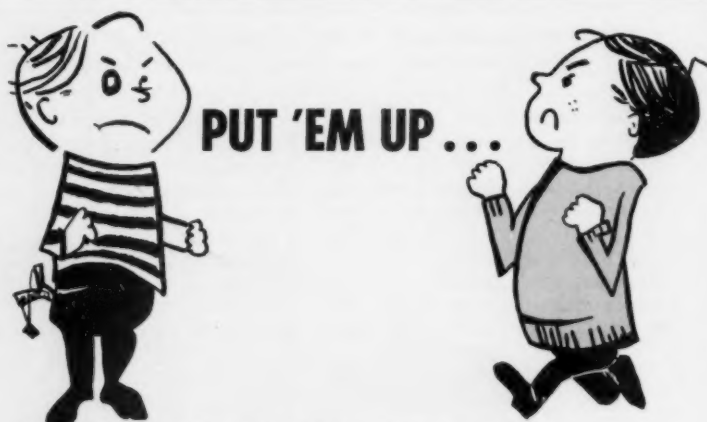
NEW COLOR FILM ON DRIVING, ART

Two new color movies with sound, "Jerks That Irk" and "The Golden Link," are available from the MFA Insurance Companies.

"Jerks That Irk," a ten-minute animated cartoon about driving habits, appeals to all young drivers. Joe, an average guy and a better-than-average driver, tells the story of a man who lets the irritating habits of other drivers get his goat.

"The Golden Link," a 25-minute film, is a stroke-by-stroke lesson in mural painting. The mural tells the story of insurance. This is of particular interest to business and art classes.

Both movies are 16 mm and the only cost is the return postage. Requests for the film should be sent to the Advertising Department, MFA Insurance Companies, Columbia, Missouri.



"MY OLD MAN'S a heck'uva lot smarter than yours!"

"Oh, yeah?"

"Yeah. I'll bet your old man doesn't even have low-cost family protection through MSTA's Old Group Plan for Life Insurance."

"So what?"

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A 28-page list of sources of free and inexpensive air-space age teaching aids is contained in "Pictures, Pamphlets and Packets."

The more than 370 items listed include booklets, travel posters, films, charts, maps, bibliographies, glossaries and pictures. They are offered by airlines, manufacturers, government agencies and private organizations. Some of the subjects covered are aviation history, air transportation, space exploration, flight safety, gyroscopes, weather, air mail, careers, rockets and air ports.

Much of the material is free. Some items range in price from five cents to \$1.

The booklet is free from the Materials of Instruction Committee of the National Aviation Education Council, 1025 Connecticut Avenue, N. W., Washington 6, D. C.

BOOK ON BEHAVIOR PROBLEMS PUBLISHED

"Solving Behavior Problems," a 168-page book on case studies of how children overcame behavior problems through teacher guidance, is now available.

The book contains 122 actual case studies on behavior problems of children in West Virginia schools and how they were overcome. Each case study outlines pertinent information about the teacher and child, the problem, details of the problem, the solution and the teacher's opinion.

Included in the book are studies of the following: Dishonesty, belligerence, boy-girl relationships, timidity, jealousy, showing off, truancy, disinterest, crying, and miscellaneous problems.

A product of five years of research by the West Virginia Work Conference sponsored by the West Virginia Education Association, the book outlines cases gathered throughout West Virginia.

It may be obtained for \$2 per copy from the West Virginia Education Association, 1558 Quarrier St., Charleston.

'LUCY ELLIOTT BUILDING' FOR MENTALLY RETARDED

Lucy Cable Elliott has been honored for her service to special education in St. Louis. The new St. Louis State School and Hospital, dedicated Nov. 17, was named in her honor.

Miss Elliott, who was director of special education from 1919 until her retirement in 1953, accepted the honor "in the name of every teacher of handicapped children in Missouri."

She worked actively for the development and extension of educational provisions for boys and girls who were mentally retarded, crippled, hospitalized, home-bound or limited in hearing, sight or speech.

The new building will aid in training the extremely retarded or very dependent. One hundred thirty children will be provided a program of sense and habit training. Three smaller buildings nearby will provide home-like living experiences for 24 older girls to help prepare them for leaving the institution.

In 1922 an ordinance was passed establishing the St. Louis Training School which functioned as part of the public schools of the city. By 1934 a waiting list of 75 beyond the capacity of 450 was established. The school was transferred to the Missouri Division of Mental Diseases in 1948.

LIST OF CONCEPTS ON AMERICAN EDUCATION

Three members of the high school faculty at University City have prepared a "List of Concepts on American Education—1620-1960."

Curtis C. Jennings, chairman of the department of history, reports that Myrna Engelmeyer, Ralph E. Glauert and Howard I. McKee prepared the report last summer. They spent two weeks investigating the history of public education and writing the report.

Mr. Jennings says, "Our school board and Superintendent Robert S. Gilchrist have become greatly interested in the historic role that public education has played in the development of the free institutions that we enjoy in this country. They have a concern with instructing our young people in the importance of that role in their future."

The administration recognizes that teachers often do not have time to teach and do basic research on related problems. The study provides concepts for understanding how the American educational system emerged. It is being incorporated in all classes in United States History in University City.

The report is divided into four periods: The Colonial period up to 1776; state educational programs in the period from the Revolution to the Civil War; the period of Industrialization, 1860-1918; twentieth century America and world affairs.

A bibliography of sources is included.



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To: National Directory Service
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Please send me the 1961 Summer Employment Directory No. 19. I enclose \$3.00.

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KIRKWOOD CTA EXPANDS NEWS BULLETIN

The News Bulletin of the Kirkwood Community Teachers Association has been expanded in size and now is issued five times during the school year. It contains news, articles, items about individuals and announcements. Virginia Durham is editor.

ST. JOSEPH TEACHER WINS TV SET AT CONVENTION IN K. C.

Frances Hirtler, who teaches third grade at McKinley school in St. Joseph, won a 19" portable television set at the State Teachers Meeting.

Violet Fairchild, chairman of the convention hospitality committee in Kansas City, drew the winner's name from among 3,594 who registered at the Western Tablet and Stationery Co. exhibit.

JEFFERSON CITY BAND TO PLAY AT INAUGURAL

Members of the Jefferson City high school band will represent Missouri January 20 at the Inauguration Day Parade in Washington, D. C.

Jefferson City was the first to apply for a place in the parade. The 175 band members have been busy recently helping raise funds for the trip.

NEW K. C. LEVY TO RAISE SALARIES

A 35-cent increase in the Kansas City school and library operating levy was passed Nov. 8 by a substantial margin.

James A. Hazlett, superintendent of schools, said, "We now are in the position to offer a beginning teacher a salary of \$4,600 in September 1961." The beginning salary formerly was \$4,000.

The levy increase will provide a \$600 salary increase for all levels of certified personnel in the district.

The increase will provide approximately \$2,600,000 more per year. It is the second largest increase ever approved in Kansas City. The vote raised the levy from \$2.12 to \$2.47.

GIFTED CHILDREN

"The teacher who teaches reading to gifted children must herself be creative, flexible, understanding and accepting of gifted children," Dr. Merle B. Karnes states in a new reading bulletin, "Teaching Reading to Intellectually Gifted Children."

The bulletin, one of a series published by Allyn and Bacon, Teachers Service Division, discusses identification, treatment, instruction and parental care of the intellectually gifted child.

Information on the bulletin may be

obtained by writing Allyn and Bacon, Inc., 150 Tremont St., Boston 11, Mass.

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THE COLLEGE FACTS CHART

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Mo. State Teachers Assn.

Columbia, Missouri

AUDIO-VISUAL NEWSLETTER

"Show Me AV" is the newsletter sponsored by the Board of Directors of the Department of Audio Visual Education of the MSTA to encourage cooperation among DAVE members

in Missouri. The publication replaces "Teaching Tools" formerly provided by DAVE.

Dorothy Myers, 612 East High in Jefferson City is editor of the newsletter.

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4. Information about a no-risk, no-investment Protected Fund Raising plan used by schools and school groups from Maine to California. (Mason Candies, Inc.)

16. Light and Sight teaching aids for grades 4-5-6, for Jr. High science, for Jr. & Sr. High industrial arts and home economics. Includes teachers guide, Student materials, visual aids. (Better Light, Better Sight Bureau)

44. Brochure on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer 1961. (Europe Summer Tours)

68. Information for Trans-Atlantic University Tours. 1961 11-country European tour. (Dr. Felix Edw. Sharton)

78. Maupintour Travel Guide lists 20 different tours for 1961 with 150 departure dates to Western Europe, Soviet Union, Middle East and

Around the World. 56 pages well illustrated. (Maupintour)

92. Some Ways to use the Follett Beginning-to-Read Picture Dictionary. It offers opportunities for concept building, for developing word recognition, for teaching spelling and for stimulating other worthwhile activities. Suitable for use in the grades. (Follett Publishing Company)

93. Reservation Card for craft films, 12 to 29 minutes in length, on short term loans. Subjects include Copper Enameling, Copper Tooling, Reed and Wrought Iron, Aluminum Designing, Braiding and Lacing and Pencil Magic. (American Handicraft Co.)

94. Folder outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Juan B. Rael)

95. Sample Copies Social Science teachers interested in current history weeklies may receive enough free sample copies to give one to each of their students. The American Observer is suggested for 10th, 11th and 12th grades and the Weekly News Review for the 9th, 10th and 11th grades. (Civic Education Service)

105. Folder describing in detail a 67-day "Holiday in Europe." (Dr. James L. Dodson)

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DR. BERRY'S ARTICLE IN "CLEARING HOUSE"

The December issue of "The Clearing House" featured a symposium of six articles on "Teaching English in Secondary Schools." Dr. Elizabeth Berry, counselor and instructor at the Junior College of Kansas City, contributed an article on "Group Guidance in the English Class."

BOND ELECTIONS

Maryville: Defeated for the second time a proposal for a high school building in the amount of \$1,350,300.

Jasper: \$250,000 issue to build an 11-classroom school and gymnasium was approved Oct. 29.

Windsor: Approved a \$225,000 issue to construct a new grade school.

Independence: Passed \$1,200,000 issue to construct a \$900,000 high school and to provide \$300,000 for construction of classrooms and retirement of bonds.

NEW STAFF MEMBERS AT STATE DEPARTMENT

The Missouri State Department of Education has added the following persons to its staff: David Burns is Consultant in Modern Foreign Languages, Title III, NDEA.

Harry C. Schreiber is a Counselor in the Vocational Rehabilitation Section.

Charles Hinerman has joined the Consultants in Science and Mathematics, Title III, NDEA.

Also under Title III is Richard G. Nibek who is an Audio-Visual Consultant.

Robert H. Asel has been employed as a Counselor in the OASI Section of Vocational Rehabilitation.

Ralph Gladden is serving as Commodity Allocations Clerk, School Lunch and Commodity Distribution Section.

Geno Vescovi has been appointed State Vocational Rehabilitation Counselor for the Deaf.

A new member of the OASI Disability Unit, Section of Vocational Rehabilitation, is Thomas C. Brenneke.

Cletus E. Koelling is a new supervisor in the School Lunch Section.

Donald Cox has been appointed as Supervisor of the Mentally Ill and Mentally Retarded, Section of Vocational Rehabilitation.

Lamire H. Moore has been employed as Supervisor of Guidance Services, Title V, NDEA.

A new member of the Industrial Education staff is Carl S. Barber, who is Supervisor of Technical Education.

SMS MUSICAL GROUP TO TOUR EUROPE FOR USO

Southwest Missouri State College's student production of "Finian's Rainbow" has been selected for a seven-week tour of Europe next spring. The musical will be performed for the servicemen and their families in

France, Germany and Italy.

Dr. Richard E. Haswell, chairman of the English and speech department, reports the tour will be made for the Defense Department under the joint sponsorship of the American Educational Theatre Association and the USO.

The SMS group is one of nine college and university groups selected. Sixteen student actors from SMS will make the trip by plane in late March and April.

"Finian's Rainbow," directed by Dr. Leslie Irene Coger, professor of speech, and Elton Burgstahler, instructor of music, was presented for five nights last May by the SMS College Theatre. Many of the students who played the lead roles are still on campus and will go on the tour.

TO MEXICO FACULTY

The Mexico board of education November 16, appointed the following teachers to the positions indicated: Ernest Gene Howes, industrial arts; Henry J. Rix, mathematics; and Mrs. Henry Rix, art in the junior high school.

Recent Opinions by the ATTORNEY GENERAL

ELECTION EXPENSES

Whenever a school district, located primarily but not wholly, within a third class city holds its annual election in conjunction with the city's annual election, the school board shall be responsible for those election expenses which are in addition to the election expenses normally expended by the city for an election.

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Missouri State Teachers Association

Columbia, Missouri

A Prayer

*Given as an invocation by Mrs.
Falba Abbott at a Brentwood Com-
munity Teachers Association meeting*

Almighty God, "Creator of the earth and everything that in it is, and without whom was not anything created that was created,"—we stand before Thee humbly mindful of the privilege of calling Thee, "Our Father." We know that Thou art love, and to know Thee we too must love. We must love not only those who love us, for we have been told that even the heathen does this, but as children of Thine we must love, "Those who despitely use us and say all manner of evil against us falsely."

We pray that we may love all of those with whom we work. There are those among us whose fine Christian attitudes make it easy for us to love and admire them. But there are others among us Father, who trouble us—those who seem not to admire us. May we realize that the best way to solve this problem is through the practice of Christian love. We pray for those with whom we work who are not of our profession—those who serve by being faithful to their tasks, and who through this faithfulness are worthy of our respect and love. May we seek to follow the prayer of St. Francis of Assisi who asked to be strengthened in his resolve not to seek to be loved, but also to be able to love.

We pray for the parents and the adults of our community. There are some among them—those who work with us and praise us for a job well done—who are easy for us to love. As for the others—those who criticize us and belittle our most sincere efforts—may be able to love them also. Help us to remember that love is, "Long suffering and not easily provoked."

And now Father, most of all, we pray for the children. Some of them—the quick, the eager and the bright—give us great joy. Our hearts automatically rejoice with them. But, Oh Father, the others—the slow, the empty, the idle and the rude—only Thou knowest the frustrations we have suffered at their hands. Give us the wisdom we pray to find that which can be improved, to labor lovingly therewith, and when we find that which cannot be changed, may we be content to place it in Thy tender loving hands—never forgetting that Thou doest "work in wondrous ways, Thy wonders to perform."

Whatever our plans may be for the future, may they be based on love. May we never forget that we have been told that, "Though we speak with the tongues of angels, understand all mysteries and have all knowledge, if we have not love, we know nothing."

May we remember as we say the words of Thy prayer, "Thy kingdom come, Thy will be done on earth as it is in heaven," that this is a vow of personal dedication—that each of us has promised to do his part in helping it to become true.

May we be strong in the belief that "All things work together for good, for those who love the lord."

All this we pray in the name of Thy son—the greatest teacher of all, who said, "A new commandment I give unto you, that ye love one another"—even Jesus Christ our lord. Amen.

'HI NEIGHBOR BOOK III' PUBLISHED FOR CHILDREN

Games, stories, music, crafts and folklore from Chile, Greece, Ethiopia, Nigeria and Thailand are included in "Hi Neighbor Book III," a new book published by the United States Committee for UNICEF.

In its lucid exposition of facts, folk

tales, recipes and dances of these five countries, the book tells children about the similarities and differences between themselves and others.

For a copy write: U. S. Committee for UNICEF, United Nations, N. Y. They are \$1.50 each. A 10-inch long-playing record of songs and dances also is available for \$3.

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Legislative Agenda

COME JANUARY 4 the Legislative pot begins to boil in Jefferson City.

Many kinds of legislation will find their way into the kettle and as it bubbles away it is hoped the General Assembly will be able to skim off at least that which is most necessary and useful to our people, state and nation.

The Legislative agenda for schools officially approved by the Assembly of Delegates in Kansas City November 2 will include:

(1) Full financing of the new School Foundation Program, including funds for transportation, exceptional children, building aid, Schools of the Deaf and Blind and the State Department of Education. All of this will require an increase of \$73,420,237 over last biennium and means a total transfer bill in the amount of \$235,084,822.

(2) A measure to strengthen the continuing contract law. Recent court rulings and discussions have tended to nullify its original intent to require a majority vote of the board of education to dismiss a teacher, as well as to confirm original employment. Also, after the completion of a second school year within a school system, all teachers should receive in writing a statement of reasons for not being re-employed and be granted upon request a hearing by the board of education.

(3) Support will be given to at least two areas in the field of retirement. One relates to the maximum salaries upon which contributions are made by college teachers who are members of the Public School Retirement System and the elimination of the ceiling on the number of years of creditable service a member may accumulate. Another would make possible increased benefits for teachers who retired before the effective date of House Bill No. 34 of the Sixty-ninth General Assembly, with increased benefits to be paid from appropriations from general revenue.

It has always been the policy of the Missouri

State Teachers Association to work for any improvements sought by the local retirement systems of Kansas City and St. Louis.

(4) Any measures making desirable changes in the Missouri Constitution pertaining to voting levies and bonds will be supported. It is recommended that the amount a board of education can levy without voter approval be increased, and that there be no limit on the levy authorized by majority vote and that such a levy may be voted for a period of years in all districts. In order that local districts may provide funds with less difficulty for classrooms, it is recommended that less than a two-thirds majority vote be required on bond elections.

Also recognized is the need for the further extension and development of kindergarten education, junior colleges and adult education. Adequate support for higher educational institutions is essential.

A recent opinion by the Attorney General puts a cloud on the legality of school boards operating schools during the summer. Since such practices have long prevailed in many districts with beneficial results, enabling and clarifying legislation in this field will be supported.

Legislation thought to be detrimental to the education of our youth and the teaching profession will be opposed with vigor.

Legislative success is largely predicated on the activity of the members of the teaching profession, their unity of action, their dedication to the profession of teaching and their willingness to interpret school needs to the community and to their representative and senator.

Although this session of the General Assembly will extend one month longer than the last session, from January 4 to June 30, the time to get everyone informed on the objectives of this session is now. This information must be complemented by action.

Make it a practice to share the success of your action with the MSTA staff so that coordinated efforts may result.

The University of Missouri Announces

THE 1961 SUMMER SESSION

June 12 — August 4

All divisions of the University will offer Summer Session work. They will include:

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School of Journalism
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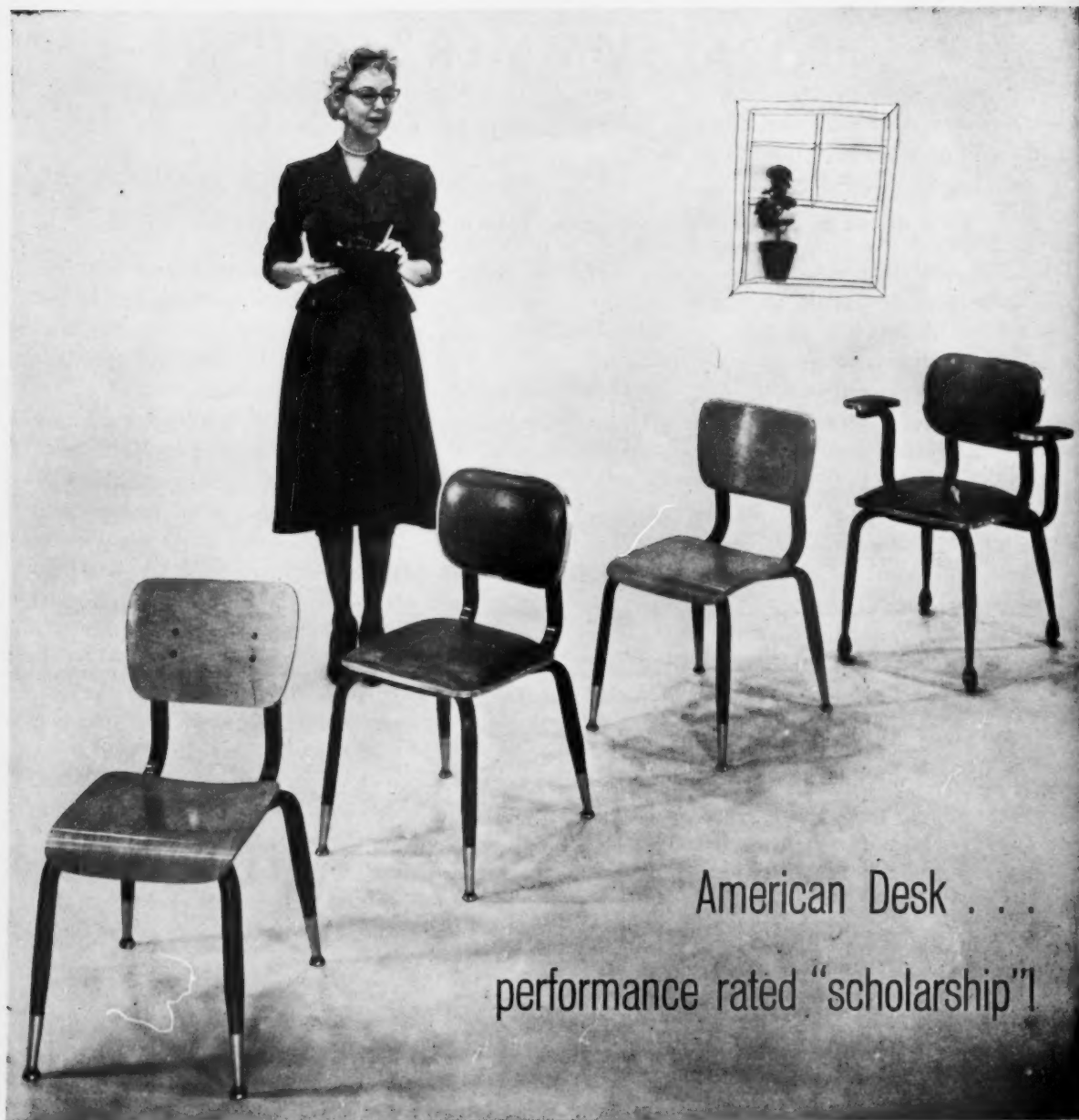
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